



# Music Curriculum

## EYFS – Year 6

### The primary intent for our curriculum

- To make music an enjoyable interactive learning expressive experience.
- To expose our children to a range of different styles of music (high quality live and recorded music) that show how diverse music can be and how it mirrors the society we live in.
- To enable all children to confidently sing, either individually or as a group.
- To provide our children with wider opportunities to perform inside and outside the school environment to showcase their talents to the community
- To allow all children to have the experience of learning how to play an instrument.
- To develop their self-confidence, creativity and imagination by providing opportunities for self-expression.
- For children to understand musical concepts through a repetition-based approach to learning.
- For children to understand basic notation and musical vocabulary to help them perform within an ensemble.
- To enable children to compose simple compositions for real or electronic instruments.
- Empower children with the skills to records and mix their own compositions.

### The primary intent for our EYFS curriculum.

- To become 'Curiously Creative' by embedding their skills, techniques and knowledge of experiences and artists to represent and complete their dreams.
- To become a little 'Musical Mover' to be able to perform a story, song, poem, rap or rhyme to an audience.
- To be able to discern many instruments, listen attentively to the sounds they make, to talk about music and express their feelings and responses to what they can hear.

## Music Curriculum

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Nursery	<ul style="list-style-type: none"> <li>-Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>-Listen with increased attention to sounds.</li> <li>-Respond to what they have heard, expressing their thoughts and feelings</li> <li>-Remember and sing entire songs.</li> <li>-Sing the pitch of a tone sung by another person ('pitch match').</li> <li>-Sing the melodic shape of familiar songs</li> <li>-Create their own songs, or improvise a song around one they know.</li> <li>-Play instruments with increasing control to express their feelings and ideas.</li> </ul>					
Reception	<ul style="list-style-type: none"> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>-Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>-Develop storylines in their pretend play.</li> <li>-Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					
Reception Charanga topic	Me	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
Year 1/2 Cycle A		My musical heartbeat		Exploring sounds		Let's perform together
Year 1/2 Cycle B		Pulse, rhythm and pitch		Recognising different sounds	Our big concert	
Year 3	Writing music down Or Drumming			More musical styles	Enjoying improvisation	
Year 4	Exploring feelings when you play Or Drumming			Feelings through music		Expression and improvisation
Year 5/6 Cycle A	Sing and play in different styles		Composing and chords		Battle of the bands	
Year 5/6 Cycle B	Music and technology Or Ukulele		Creative composition			Improvising with confidence.

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Nursery	Autumn	Cycle 1 – We’re going on a bear hunt, Peace at last, Goldilocks and the three bears, Dear Santa Cycle 2 - The tiger who came to tea, The three little pigs, room on the broom, Kipper’s Christmas Eve	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To explore and learn how sounds and movements can be changed</p> <p>To create sounds by rubbing, shaking, tapping, striking or blowing</p> <p>To show an interest in the way sound makers and instruments sound and experiment with ways of playing them eg loud, quiet, fast, slow</p> <p>To listen with increased attention to sounds</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it’s made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Song</p> <p>Sing</p> <p>Beat</p> <p>Pulse</p> <p>Rhythm</p> <p>Tap</p> <p>Clap</p> <p>Copy</p> <p>Play</p> <p>High</p> <p>Low</p> <p>Explore</p> <p>Sounds</p> <p>Voices</p> <p>Notes</p>

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Nursery	Spring	Cycle 1 – The gingerbread man, Kitchen disco, cleversticks, sharing a shell Cycle 2 – Elmer, Rosie’s walk, Bathroom boogie,	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To use movements and sounds to express experiences, ideas and feelings</p> <p>To listen to a wide range of music, across different cultures.</p> <p>To play instruments with increasing control to express their feelings and ideas</p> <p>To sing the pitch of a tune sung by another person, pitch match.</p> <p>To sing the melodic shape of familiar songs</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it’s made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Song</p> <p>Sing</p> <p>Beat</p> <p>Pulse</p> <p>Rhythm</p> <p>Tap</p> <p>Clap</p> <p>Copy</p> <p>Play</p> <p>High</p> <p>Low</p> <p>Explore</p> <p>Sounds</p> <p>Voices</p> <p>Notes</p>

Music Curriculum

Nursery	Summer	Cycle 1 – Peepo, Whatever next, the selfish crocodile, the very hungry caterpillar Cycle 2 – Walking through the jungle, Jack and the beanstalk, Owl babies, Farmyard hullabaloo	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To sing a simple nursery rhyme all the way through independently</p> <p>To remember and sing entire songs</p> <p>To listen and respond to music and the patterns in music, matching the sound of a musical instrument, copying a sound pattern etc.</p> <p>To move creatively in response to music</p> <p>To create their own songs or improvise a song around one they know</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it's made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Song</p> <p>Sing</p> <p>Beat</p> <p>Pulse</p> <p>Rhythm</p> <p>Tap</p> <p>Clap</p> <p>Copy</p> <p>Play</p> <p>High</p> <p>Low</p> <p>Explore</p> <p>Sounds</p> <p>Voices</p> <p>Notes</p>

Music Curriculum

Reception	Autumn (Me, My stories)	Superworm, The enormous turnip , Funny bones, Gruffalo, Stick Man, Lost and found	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To learn the following songs:</p> <ul style="list-style-type: none"> <li>- Pat-a-cake</li> <li>- 1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>- This Old Man</li> <li>- Five Little Ducks</li> <li>- Name Song</li> <li>- Things For Fingers</li> <li>- I'm A Little Teapot</li> <li>- The Grand Old Duke Of York</li> <li>- Ring O' Roses</li> <li>- Hickory Dickory Dock</li> <li>- Not Too Difficult</li> <li>- The ABC Song</li> </ul> <p>To be able to tap/clap the pulse</p> <p>Explore high sounds and low sounds using voices and glockenspiels.</p> <p>Copy-clap the rhythm of names.</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it's made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Song</p> <p>Sing</p> <p>Beat</p> <p>Pulse</p> <p>Rhythm</p> <p>Tap</p> <p>Clap</p> <p>Copy</p> <p>Play</p> <p>Glockenspiel</p> <p>High</p> <p>Low</p> <p>Explore</p> <p>Sounds</p> <p>Voices</p> <p>Notes</p>

Music Curriculum

Reception	Spring (everyone, our world)	Mixed, Once there were giants, Three billy goats gruff, commotion in the ocean.	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To learn the following songs:</p> <ul style="list-style-type: none"> <li>- Wind The Bobbin Up</li> <li>- Rock-a-bye Baby</li> <li>- Five Little Monkeys</li> <li>- Jumping On The Bed</li> <li>- Twinkle Twinkle</li> <li>- If You're Happy And You Know It</li> <li>- Head, Shoulders, Knees And Toes</li> <li>- Old Macdonald</li> <li>- Incy Wincy Spider</li> <li>- Baa Baa Black Sheep</li> <li>- Row, Row, Row Your Boat</li> <li>- The Wheels On The Bus</li> <li>- The Hokey Cokey</li> </ul> <p>Invent ways to find the pulse Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Use the starting note to explore melodic patterns using one or two notes.</p>		<p>I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?</p>	<p>Song                      Play Sing                      Glockenspiel Beat                      High Pulse                      Low Rhythm                      Explore Tap                      Sounds Clap                      Voices Copy                      Notes</p>

Music Curriculum

Reception	Summer (Big bear funk, reflect rewind replay)	The little red hen, Monkey puzzle, Handa's Hen, What the ladybird heard.																	
What will be taught ... key ideas?		I wonder ..	Key vocabulary																
<p>Learn the following songs:</p> <ul style="list-style-type: none"> <li>- Big Bear Funk</li> <li>- Baa Baa Black Sheep</li> <li>- Twinkle Twinkle</li> <li>- Incy Wincy Spider</li> <li>- Rock-a-bye Baby</li> <li>- Row, Row, Row Your Boat</li> </ul> <p>Find a funky pulse. Copy-clap 3 or 4 word phrases from the song. Keep the beat of the song with a pitched note.</p>		<p>I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?</p>	<table border="0"> <tr> <td>Song</td> <td>Play</td> </tr> <tr> <td>Sing</td> <td>Glockenspiel</td> </tr> <tr> <td>Beat</td> <td>High</td> </tr> <tr> <td>Pulse</td> <td>Low</td> </tr> <tr> <td>Rhythm</td> <td>Explore</td> </tr> <tr> <td>Tap</td> <td>Sounds</td> </tr> <tr> <td>Clap</td> <td>Voices</td> </tr> <tr> <td>Copy</td> <td>Notes</td> </tr> </table>	Song	Play	Sing	Glockenspiel	Beat	High	Pulse	Low	Rhythm	Explore	Tap	Sounds	Clap	Voices	Copy	Notes
Song	Play																		
Sing	Glockenspiel																		
Beat	High																		
Pulse	Low																		
Rhythm	Explore																		
Tap	Sounds																		
Clap	Voices																		
Copy	Notes																		



## Music Curriculum

<b>Provision For The Learning An Instrument</b>	
EYFS	<b>Classroom Instruments</b>
Reception	<b>Classroom Instruments</b>
Year 1	<b>Classroom Instruments</b>
Year 2	<b>Classroom Instruments</b>
Year 3	<b>African Drums Glockenspiels</b>
Year 4	<b>African Drums Glockenspiels Violin/Viola</b>
Year 5	<b>Violin/Viola</b>
Year 6	<b>Ukulele Samba Violin/Viola iPads</b>

## Music Curriculum

Me!, My Stories, Everyone, Our World, Big Bear Funk & Reflect, Rewind, Replay.		Year: Reception	Term: Autumn, Spring and Summer
<p><b>Foundations of previous learning:</b> Children can join in and sing along with familiar songs, begin to move rhythmically to music, can make sounds using musical instruments, can dance to the music, tap back repeated rhythms, use movement to express feelings, make up own songs, and use their own ideas to change words, dance movements, or rhythm.</p> <p><u>ELGs Expressive Arts and Design Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Children listen attentively in a range of situations.	<p><b>Performing (singing/playing):</b> To be able to sing simple songs, action songs, speak chants and rhymes.</p> <p>To begin to find the pulse by copying an adult.</p> <p><b>Improvising and composing:</b> To explore and create simple movements to a piece of music</p> <p><b>Listening and Respond:</b> To be able to listen and respond by copying to a different song or piece of music in a different style.</p>	<p>To begin to independently play a variety of classroom instruments.</p> <p>To begin to understand music language (pulse, rhythm and pitch and vocabulary to indicate speed and dynamics).</p>	Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap
	Assessment of Skills	Assessment of Knowledge	
	Can the child sing simple songs, action songs and nursery rhymes with accuracy? Can the child follow and copy dance movement instruction to the music? Can the child use music to inspire imaginative, initially free and child-led moment?	I understand the musical vocabulary that my teacher is using when describing the different features of music.	

## Music Curriculum

Musical Heartbeat		Year: 1	Term: Autumn 2	
<p><b>Foundations of previous learning: Children have been preparing to be Year 1 ready by knowing how to sing simple songs, actions and chants. They are beginning to find the pulse, explore and create simple movements to a piece of music and are able to listen to and respond by copying to a different song or piece of music in a different style.</b></p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b><u>Understanding music and improvisation</u></b></p> <p>I can move in time with a steady beat.</p> <p>I can find the pulse of the music by moving my body.</p> <p>I can listen to, copy and repeat a simple rhythm through call and response.</p> <p>I can listen to, copy and repeat a simple melody using my voice.</p> <p>I can sing high or low sounds demonstrating an understanding of pitch</p> <p><b><u>Listen and respond</u></b></p> <p>I can feel the pulse by moving my body to the music.</p> <p>I can concentrate and listen to a piece of music.</p> <p>I can recognise if the music is fast or slow.</p> <p>I can recognise if the music is loud or quiet.</p> <p><b><u>Learning to sing the song</u></b></p> <p>I can sing and/or rap as part of a group.</p> <p>I can sing some songs and sections of songs from memory.</p> <p>I can sing a solo demonstrating some level of confidence.</p> <p>I can sing a solo with confidence.</p> <p>I can follow the leader of the group and take simple directions.</p> <p>I can add appropriate actions and movement to the songs I sing.</p> <p><b><u>Play instruments with the song</u></b></p> <p>I can play a tuned and/or untuned percussion instrument carefully and with respect.</p> <p>I can rehearse a part effectively to improve my overall performance.</p> <p>I can play my instrument as part of an ensemble to pulse and/or steady beat.</p> <p>I can perform repeated rhythmic patterns in time to a backing track.</p> <p><b><u>Improvise with the song</u></b></p> <p>I can use some notes to create an improvised rhythm/melody.</p> <p>I can stay in time with the music when I improvise.</p> <p>I can use call and response/ question and answer to improvise simple vocal patterns.</p> <p>I can use both rhythm and/or pitch to improvise over a steady pulse.</p> <p><b><u>Compose with the song</u></b></p> <p>I can compose a melodic line with direction creating a beginning and an end using the home key.</p> <p>I can explore pitch and rhythm when composing.</p> <p>I can write my melody using manuscript/online resources and/or graphic score.</p> <p><b><u>Perform the song</u></b></p> <p>I can perform the song with my class and without any help from the teacher.</p> <p>I can perform the song confidently with movement and/or actions.</p> <p>I can perform the song from memory.</p> <p>I can follow the leader or conductor.</p> <p>I can collectively plan a performance including activities appropriate for an audience.</p>	<p><b><u>Understanding music and improvisation</u></b></p> <p>I understand that the pulse or beat of the music is like a heartbeat that doesn't stop.</p> <p>I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.</p> <p><b><u>Listen and respond</u></b></p> <p>I can say what I like, or dislike about a piece of music and describe how it makes me feel.</p> <p>I can use some musical words to describe a piece of music.</p> <p>I can recognise some musical instruments and name them.</p> <p>I understand that tempo describes how fast, or slow the music is.</p> <p>I can talk about the songs and music we have listened to and any songs that are similar.</p> <p>I can talk about different styles of music and where they might come from in the world.</p> <p><b><u>Learning to sing the song</u></b></p> <p>I can demonstrate good posture when singing.</p> <p>I can explain what the song is about.</p> <p><b><u>Improvise with the song</u></b></p> <p>I know that when I improvise, I am making up my own tune.</p> <p><b><u>Compose with the song</u></b></p> <p>I can evaluate my composition through performance up to 5 notes.</p> <p>I can recognise signs and symbols that equate to the note value of 1 and 2 beats.</p> <p><b><u>Perform the song</u></b></p> <p>I can explain why we chose the song/s to perform.</p> <p>I can say what I liked or enjoyed about the performance and what could have been better.</p> <p>I can explain the musical spotlight and how music and songs have a social theme i.e how music brings us together.</p>	<p>Pulse</p> <p>Steady Beat</p> <p>Heartbeat</p> <p>High sounds</p> <p>Low Sounds</p> <p>Rhythm</p> <p>Pitch</p> <p>Rapping</p> <p>Fast</p> <p>Slow</p> <p>Quick</p> <p>Loud</p> <p>Quiet</p> <p>Singing</p> <p>Instruments</p> <p>Clap</p>	
		<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
		<p>I can move in time with a steady beat.</p> <p>I can recognise if the music is fast or slow.</p>	<p>I understand that the pulse or beat of the music is like a heartbeat that doesn't stop.</p> <p>I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.</p>	

## Music Curriculum

Exploring sounds		Year: 1	Spring 1	
<b>Foundations of previous learning:</b> The children are able to find the pulse by copying an adult. The children know the very basic style indicators of Hip Hop and understand how pulse, rhythm and pitch work together.				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b><u>Understanding music and improvisation</u></b></p> <p>I can move in time with a steady beat.</p> <p>I can find the pulse of the music by moving my body.</p> <p>I can listen to, copy and repeat a simple rhythm through call and response.</p> <p>I can listen to, copy and repeat a simple melody using my voice.</p> <p>I can sing high or low sounds demonstrating an understanding of pitch</p> <p><b><u>Listen and respond</u></b></p> <p>I can feel the pulse by moving my body to the music.</p> <p>I can concentrate and listen to a piece of music.</p> <p>I can recognise if the music is fast or slow.</p> <p>I can recognise if the music is loud or quiet.</p> <p><b><u>Learning to sing the song</u></b></p> <p>I can sing and/or rap as part of a group.</p> <p>I can sing some songs and sections of songs from memory.</p> <p>I can sing a solo demonstrating some level of confidence.</p> <p>I can sing a solo with confidence.</p> <p>I can follow the leader of the group and take simple directions.</p> <p>I can add appropriate actions and movement to the songs I sing.</p> <p><b><u>Play instruments with the song</u></b></p> <p>I can play a tuned and/or untuned percussion instrument carefully and with respect.</p> <p>I can rehearse a part effectively to improve my overall performance.</p> <p>I can play my instrument as part of an ensemble to pulse and/or steady beat.</p> <p>I can perform repeated rhythmic patterns in time to a backing track.</p> <p><b><u>Improvise with the song</u></b></p> <p>I can use some notes to create an improvised rhythm/melody.</p> <p>I can stay in time with the music when I improvise.</p> <p>I can use call and response/ question and answer to improvise simple vocal patterns.</p> <p>I can use both rhythm and/or pitch to improvise over a steady pulse.</p> <p><b><u>Compose with the song</u></b></p> <p>I can compose a melodic line with direction creating a beginning and an end using the home key.</p> <p>I can explore pitch and rhythm when composing.</p> <p>I can write my melody using manuscript/online resources and/or graphic score.</p> <p><b><u>Perform the song</u></b></p> <p>I can perform the song with my class and without any help from the teacher.</p> <p>I can perform the song confidently with movement and/or actions.</p> <p>I can perform the song from memory.</p> <p>I can follow the leader or conductor.</p> <p>I can collectively plan a performance including activities appropriate for an audience.</p>	<p><b><u>Understanding music and improvisation</u></b></p> <p>I understand that the pulse or beat of the music is like a heartbeat that doesn't stop.</p> <p>I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.</p> <p><b><u>Listen and respond</u></b></p> <p>I can say what I like, or dislike about a piece of music and describe how it makes me feel.</p> <p>I can use some musical words to describe a piece of music.</p> <p>I can recognise some musical instruments and name them.</p> <p>I understand that tempo describes how fast, or slow the music is.</p> <p>I can talk about the songs and music we have listened to and any songs that are similar.</p> <p>I can talk about different styles of music and where they might come from in the world.</p> <p><b><u>Learning to sing the song</u></b></p> <p>I can demonstrate good posture when singing.</p> <p>I can explain what the song is about.</p> <p><b><u>Improvise with the song</u></b></p> <p>I know that when I improvise, I am making up my own tune.</p> <p><b><u>Compose with the song</u></b></p> <p>I can evaluate my composition through performance up to 5 notes.</p> <p>I can recognise signs and symbols that equate to the note value of 1 and 2 beats.</p> <p><b><u>Perform the song</u></b></p> <p>I can explain why we chose the song/s to perform.</p> <p>I can say what I liked or enjoyed about the performance and what could have been better.</p> <p>I can explain the musical spotlight and how music and songs have a social theme i.e how music brings us together.</p>	<p>Pulse</p> <p>Steady Beat</p> <p>Heartbeat</p> <p>High sounds</p> <p>Low Sounds</p> <p>Rhythm</p> <p>Pitch</p> <p>Rapping</p> <p>Fast</p> <p>Slow</p> <p>Quick</p> <p>Loud</p> <p>Quiet</p> <p>Singing</p> <p>Instruments</p> <p>Clap</p> <p>Blues</p> <p>Baroque</p> <p>Ltin</p> <p>Bhangra</p> <p>Folk</p> <p>Funk</p> <p>Irish</p>	
		<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
		<p>I can sing some songs and sections of songs from memory.</p> <p>I can perform repeated rhythmic patterns in time to a backing track.</p>	<p>I can say what I like, or dislike about a piece of music and describe how it makes me feel.</p> <p>I can explain what the song is about.</p>	

## Music Curriculum

Let's perform together		Year: 1	Summer 1		
<p><b>Foundations of previous learning:</b> The children are able to find the pulse by copying an adult. The children know the very basic style indicators of Latin music and understand how pulse, rhythm and pitch work together.</p>					
<b>Unit Learning</b>					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b><u>Understanding music and improvisation</u></b>                      I can move in time with a steady beat.                      I can find the pulse of the music by moving my body.                      I can listen to, copy and repeat a simple rhythm through call and response.                      I can listen to, copy and repeat a simple melody using my voice.                      I can sing high or low sounds demonstrating an understanding of pitch</p> <p><b><u>Listen and respond</u></b>                      I can feel the pulse by moving my body to the music.                      I can concentrate and listen to a piece of music.                      I can recognise if the music is fast or slow.                      I can recognise if the music is loud or quiet.</p> <p><b><u>Learning to sing the song</u></b>                      I can sing and/or rap as part of a group.                      I can sing some songs and sections of songs from memory.                      I can sing a solo demonstrating some level of confidence.                      I can sing a solo with confidence.                      I can follow the leader of the group and take simple directions.                      I can add appropriate actions and movement to the songs I sing.</p> <p><b><u>Play instruments with the song</u></b>                      I can play a tuned and/or untuned percussion instrument carefully and with respect.                      I can rehearse a part effectively to improve my overall performance.                      I can play my instrument as part of an ensemble to pulse and/or steady beat.                      I can perform repeated rhythmic patterns in time to a backing track.</p> <p><b><u>Improvise with the song</u></b>                      I can use some notes to create an improvised rhythm/melody.                      I can stay in time with the music when I improvise.                      I can use call and response/ question and answer to improvise simple vocal patterns.                      I can use both rhythm and/or pitch to improvise over a steady pulse.</p> <p><b><u>Compose with the song</u></b>                      I can compose a melodic line with direction creating a beginning and an end using the home key.                      I can explore pitch and rhythm when composing.                      I can write my melody using manuscript/online resources and/or graphic score.</p> <p><b><u>Perform the song</u></b>                      I can perform the song with my class and without any help from the teacher.                      I can perform the song confidently with movement and/or actions.                      I can perform the song from memory.                      I can follow the leader or conductor.                      I can collectively plan a performance including activities appropriate for an audience.</p>	<p><b><u>Understanding music and improvisation</u></b>                      I understand that the pulse or beat of the music is like a heartbeat that doesn't stop.                      I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.</p> <p><b><u>Listen and respond</u></b>                      I can say what I like, or dislike about a piece of music and describe how it makes me feel.                      I can use some musical words to describe a piece of music.                      I can recognise some musical instruments and name them.                      I understand that tempo describes how fast, or slow the music is.                      I can talk about the songs and music we have listened to and any songs that are similar.                      I can talk about different styles of music and where they might come from in the world.</p> <p><b><u>Learning to sing the song</u></b>                      I can demonstrate good posture when singing.                      I can explain what the song is about.</p> <p><b><u>Improvise with the song</u></b>                      I know that when I improvise, I am making up my own tune.</p> <p><b><u>Compose with the song</u></b>                      I can evaluate my composition through performance up to 5 notes.                      I can recognise signs and symbols that equate to the note value of 1 and 2 beats.</p> <p><b><u>Perform the song</u></b>                      I can explain why we chose the song/s to perform.                      I can say what I liked or enjoyed about the performance and what could have been better.                      I can explain the musical spotlight and how music and songs have a social theme i.e how music brings us together.</p>	<p>Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap Flim Music</p>		
				<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>
				<p>I can use some notes to create an improvised rhythm/melody.                      I can perform the song confidently with movement and/or actions.</p>	<p>I know that when I improvise, I am making up my own tune.                      I can say what I liked or enjoyed about the performance and what could have been better.</p>

## Music Curriculum

Pulse, Rhythm and Pitch		Year: 1/2 Cycle B		Autumn 2		
<p><b>Foundations of previous learning:</b> Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel.</p>						
<b>Unit Learning</b>						
NC Objective - Coverage	Skills			Knowledge		Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Year 1</b>  <b>Understanding music and improvisation</b>                      I can move in time with a steady beat.                      I can find the pulse of the music by moving my body.                      I can listen to, copy and repeat a simple rhythm through call and response.                      I can listen to, copy and repeat a simple melody using my voice.                      I can sing high or low sounds demonstrating an understanding of pitch  <b>Listen and respond</b>                      I can feel the pulse by moving my body to the music.                      I can concentrate and listen to a piece of music.                      I can recognise if the music is fast or slow.                      I can recognise if the music is loud or quiet.  <b>Learning to sing the song</b>                      I can sing and/or rap as part of a group.                      I can sing some songs and sections of songs from memory.                      I can sing a solo demonstrating some level of confidence.                      I can sing a solo with confidence.                      I can follow the leader of the group and take simple directions.                      I can add appropriate actions and movement to the songs I sing.  <b>Play instruments with the song</b>                      I can play a tuned and/or untuned percussion instrument carefully and with respect.                      I can rehearse a part effectively to improve my overall performance.                      I can play my instrument as part of an ensemble to pulse and/or steady beat.                      I can perform repeated rhythmic patterns in time to a backing track.  <b>Improvise with the song</b>                      I can use some notes to create an improvised rhythm/melody.                      I can stay in time with the music when I improvise.                      I can use call and response/ question and answer to improvise simple vocal patterns.  <b>Compose with the song</b>                      I can use both rhythm and/or pitch to improvise over a steady pulse.  <b>Compose with the song</b>                      I can compose a melodic line with direction creating a beginning and an end using the home key.                      I can explore pitch and rhythm when composing.                      I can write my melody using manuscript/online resources and/or graphic score.  <b>Perform the song</b>                      I can perform the song with my class and without any help from the teacher.                      I can perform the song confidently with movement and/or actions.                      I can perform the song from memory.                      I can follow the leader or conductor.                      I can collectively plan a performance including activities appropriate for an audience.</p>	<p><b>Year 2</b>  <b>Understanding music and improvisation</b>                      I can move in time with a steady beat.                      I can find the pulse of the music by moving my body.                      I can listen to, copy and repeat a simple rhythm.                      I can listen to, copy and repeat a simple melody using varied rhythm and pitch when I sing on my own.                      I can follow a steady beat. I can follow the leader of the group or the conductor.                      I understand that when the speed of the music changes, the tempo increases/decreases.                      I can improvise a simple rhythm using different instruments including my voice.                      I can clap a rhythm that I have made up by myself.                      I can clap the rhythm of my name, pet or favourite colour.  <b>Listen and respond</b>                      I can find the pulse/steady beat and move in time to the music.                      I can keep a steady beat in my head,                      I can feel the pulse and move in time with the music.                      I can tap the pulse of a piece of music and recognise changes/fluctuations in tempo.  <b>Learning to sing the song</b>                      I can sing as part of a group in unison or in 2 parts.                      I can take the lead and perform solo.                      I can memorise songs in preparation for performance.                      I can sing with fluency and accuracy of pitch.                      I can sing as part of a choir/group and follow directions.                      I can listen effectively when performing to ensure accuracy of pulse.                      I can add appropriate actions and movement to the songs I sing.  <b>Play instruments with the song</b>                      I can use tuned and untuned classroom percussion instruments to perform accompaniments and/or melody.                      I can rehearse and then perform sections of music with accuracy.                      I can use instruments respectfully and treat them with care.                      I can perform as part of a group/ensemble keeping in time with a steady beat.                      I can perform as a group or solo passages of music keeping in time with a steady beat.  <b>Improvise with the song</b>                      I can use tuned and untuned classroom percussion instruments to improvise and compose.  <b>Compose with the song</b>                      I can compose a melodic line with direction, creating a beginning and an end using the home key.                      I can create a sound using tuned and untuned percussion instruments in response to a stimulus.                      I can use musical symbols to compose simple pieces of music.  <b>Perform the song</b>                      I can practise, rehearse and perform music to an audience with confidence.                      I can add actions to a song where appropriate.                      I can perform a song from memory.                      I can follow the leader or conductor.</p>	<p><b>Year 1</b>  <b>Understanding music and improvisation</b>                      I understand that the pulse or beat of the music is like a heartbeat that doesn't stop.                      I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.  <b>Listen and respond</b>                      I can say what I like, or dislike about a piece of music and describe how it makes me feel.                      I can use some musical words to describe a piece of music.                      I can recognise some musical instruments and name them.                      I understand that tempo describes how fast, or slow the music is.                      I can talk about the songs and music we have listened to and any songs that are similar.                      I can talk about different styles of music and where they might come from in the world.  <b>Learning to sing the song</b>                      I can demonstrate good posture when singing.                      I can explain what the song is about.  <b>Improvise with the song</b>                      I know that when I improvise, I am making up my own tune.  <b>Compose with the song</b>                      I can evaluate my composition through performance up to 5 notes.                      I can recognise signs and symbols that equate to the note value of 1 and 2 beats.  <b>Perform the song</b>                      I can explain why we chose the song/s to perform.                      I can say what I liked or enjoyed about the performance and what could have been better.                      I can explain the musical spotlight and how music and songs have a social theme i.e how music brings us together.</p>	<p><b>Year 2</b>  <b>Understanding music and improvisation</b>                      I understand that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.                      I understand that pitch describes how high or low sounds are.  <b>Listen and respond</b>                      I can describe my emotions and thoughts when listening to a piece of music.                      I can explain why I like or don't like a piece of music.                      I can recognise the difference between fast and slow tempo.                      I can recognise the difference between loud and soft dynamics.                      I can recognise differences between two varying styles of music.                      I can point out differences and similarities of the varying styles.                      I can discuss as a class what the music might be about and relate it to music I have listened to in the past.                      I can describe the tempo as fast or slow and dynamics as loud and soft with confidence.                      I can recognise some musical instruments within their family groups.                      I can listen to music from around the world and talk about their features.  <b>Learning to sing the song</b>                      I can demonstrate and maintain good posture when singing.  <b>Improvise with the song</b>                      I can recall musical sequences to build ideas around any given note/s to a steady pulse.  <b>Compose with the song</b>                      I understand that I can start and finish a composition on the 'home' note.  <b>Perform the song</b>                      I can introduce a song explaining why it was chosen.                      I have an understanding of the musical themes and how they have shaped my performance.                      I can talk about my performance considering what was good and what could be improved.</p>	<p>Pulse                      Steady Beat                      Heartbeat                      High sounds                      Low Sounds                      Rhythm                      Pitch                      Rapping                      Fast                      Slow                      Quick                      Loud                      Quiet                      Singing                      Instruments                      Clap                      South African Music                      Record                      Compose                      Melodies                      Rhythm                      Patterns                      Festive Music</p>	
<b>Assessment of Skills</b>			<b>Assessment of Knowledge</b>			
<p>Year 1                      I can move in time with a steady beat.                      I can recognise if the music is fast or slow.</p>	<p>Year 2                      I can follow a steady beat. I can follow the leader of the group or the conductor.                      I can tap the pulse of a piece of music and recognise changes/fluctuations in tempo.</p>	<p>Year 1                      I understand that the pulse or beat of the music is like a heartbeat that doesn't stop.                      I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.</p>	<p>Year 2                      I understand that pitch describes how high or low sounds are.                      I understand that rhythm is a pattern of long and short sounds which are</p>			

## Music Curriculum

Recognising different sounds		Year: 1/2 Cycle B		Spring 2		
<p><b>Foundations of previous learning:</b> Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children are able to copy a rhythm which has been played for them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel. Children can say whether they like a piece of music and why. They also and beginning to understanding how all the dimensions of music are working together.</p>						
<b>Unit Learning</b>						
NC Objective - Coverage	Skills			Knowledge		Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Year 1</b> <u>Understanding music and improvisation</u> I can move in time with a steady beat. I can find the pulse of the music by moving my body. I can listen to, copy and repeat a simple rhythm through call and response. I can listen to, copy and repeat a simple melody using my voice. I can sing high or low sounds demonstrating an understanding of pitch</p> <p><u>Listen and respond</u> I can feel the pulse by moving my body to the music. I can concentrate and listen to a piece of music. I can recognise if the music is fast or slow. I can recognise if the music is loud or quiet.</p> <p><u>Learning to sing the song</u> I can sing and/or rap as part of a group. I can sing some songs and sections of songs from memory. I can sing a solo demonstrating some level of confidence. I can sing a solo with confidence. I can follow the leader of the group and take simple directions. I can add appropriate actions and movement to the songs I sing.</p> <p><u>Play instruments with the song</u> I can play a tuned and/or untuned percussion instrument carefully and with respect. I can rehearse a part effectively to improve my overall performance. I can play my instrument as part of an ensemble to pulse and/or steady beat. I can perform repeated rhythmic patterns in time to a backing track.</p> <p><u>Improvise with the song</u> I can use some notes to create an improvised rhythm/melody. I can stay in time with the music when I improvise. I can use call and response/ question and answer to improvise simple vocal patterns. I can use both rhythm and/or pitch to improvise over a steady pulse.</p> <p><u>Compose with the song</u> I can compose a melodic line with direction creating a beginning and an end using the home key. I can explore pitch and rhythm when composing. I can write my melody using manuscript/online resources and/or graphic score.</p> <p><u>Perform the song</u> I can perform the song with my class and without any help from the teacher. I can perform the song confidently with movement and/or actions. I can perform the song from memory. I can follow the leader or conductor. I can collectively plan a performance including activities appropriate for an audience.</p>	<p><b>Year 2</b> <u>Understanding music and improvisation</u> I can move in time with a steady beat. I can find the pulse of the music by moving my body. I can listen to, copy and repeat a simple rhythm. I can listen to, copy and repeat a simple melody using varied rhythm and pitch when I sing on my own. I can follow a steady beat. I can follow the leader of the group or the conductor. I understand that when the speed of the music changes, the tempo increases/decreases. I can improvise a simple rhythm using different instruments including my voice. I can clap a rhythm that I have made up by myself. I can clap the rhythm of my name, pet or favourite colour.</p> <p><u>Listen and respond</u> I can find the pulse/steady beat and move in time to the music. I can keep a steady beat in my head, I can feel the pulse and move in time with the music. I can tap the pulse of a piece of music and recognise changes/fluctuations in tempo.</p> <p><u>Learning to sing the song</u> I can sing as part of a group in unison or in 2 parts. I can take the lead and perform solo. I can memorise songs in preparation for performance. I can sing with fluency and accuracy of pitch. I can sing as part of a choir/group and follow directions. I can listen effectively when performing to ensure accuracy of pulse. I can add appropriate actions and movement to the songs I sing.</p> <p><u>Play instruments with the song</u> I can use tuned and untuned classroom percussion instruments to perform accompaniments and/or melody. I can rehearse and then perform sections of music with accuracy. I can use instruments respectfully and treat them with care. I can perform as part of a group/ensemble keeping in time with a steady beat. I can perform as a group or solo passages of music keeping in time with a steady beat.</p> <p><u>Improvise with the song</u> I can use tuned and untuned classroom percussion instruments to improvise and compose.</p> <p><u>Compose with the song</u> I can compose a melodic line with direction, creating a beginning and an end using the home key. I can create a sound using tuned and untuned percussion instruments in response to a stimulus. I can use musical symbols to compose simple pieces of music.</p> <p><u>Perform the song</u> I can practise, rehearse and perform music to an audience with confidence. I can add actions to a song where appropriate. I can perform a song from memory. I can follow the leader or conductor.</p>	<p><b>Year 1</b> <u>Understanding music and improvisation</u> I understand that the pulse or beat of the music is like a heartbeat that doesn't stop. I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music. <u>Listen and respond</u> I can say what I like, or dislike about a piece of music and describe how it makes me feel. I can use some musical words to describe a piece of music. I can recognise some musical instruments and name them. I understand that tempo describes how fast, or slow the music is. I can talk about the songs and music we have listened to and any songs that are similar. I can talk about different styles of music and where they might come from in the world.</p> <p><u>Learning to sing the song</u> I can demonstrate good posture when singing. I can explain what the song is about.</p> <p><u>Improvise with the song</u> I know that when I improvise, I am making up my own tune.</p> <p><u>Compose with the song</u> I can evaluate my composition through performance up to 5 notes. I can recognise signs and symbols that equate to the note value of 1 and 2 beats.</p> <p><u>Perform the song</u> I can explain why we chose the song/s to perform. I can say what I liked or enjoyed about the performance and what could have been better. I can explain the musical spotlight and how music and songs have a social theme i.e how music brings us together.</p>	<p><b>Year 2</b> <u>Understanding music and improvisation</u> I understand that rhythm is a pattern of long and short sounds which are performed over the pulse of the music. I understand that pitch describes how high or low sounds are. <u>Listen and respond</u> I can describe my emotions and thoughts when listening to a piece of music. I can explain why I like or don't like a piece of music. I can recognise the difference between fast and slow tempo. I can recognise the difference between loud and soft dynamics. I can recognise differences between two varying styles of music. I can point out differences and similarities of the varying styles. I can discuss as a class what the music might be about and relate it to music I have listened to in the past. I can describe the tempo as fast or slow and dynamics as loud and soft with confidence. I can recognise some musical instruments within their family groups. I can listen to music from around the world and talk about their features.</p> <p><u>Learning to sing the song</u> I can demonstrate and maintain good posture when singing.</p> <p><u>Improvise with the song</u> I can recall musical sequences to build ideas around any given note/s to a steady pulse.</p> <p><u>Compose with the song</u> I understand that I can start and finish a composition on the 'home' note.</p> <p><u>Perform the song</u> I can introduce a song explaining why it was chosen. I have an understanding of the musical themes and how they have shaped my performance. I can talk about my performance considering what was good and what could be improved.</p>	<p>Pulse</p> <p>Steady Beat</p> <p>Heartbeat</p> <p>High sounds</p> <p>Low Sounds</p> <p>Rhythm</p> <p>Pitch</p> <p>Rapping</p> <p>Fast</p> <p>Slow</p> <p>Quick</p> <p>Loud</p> <p>Quiet</p> <p>Singing</p> <p>Instruments</p> <p>Clap</p> <p>South African Music</p> <p>Record</p> <p>Compose</p> <p>Melodies</p> <p>Rhythm Patterns</p> <p>Reggae Music</p>	
<b>Assessment of Skills</b>			<b>Assessment of Knowledge</b>			
<p><b>Year 1</b> I can sing some songs and sections of songs from memory. I can perform repeated rhythmic patterns in time to a backing track.</p>	<p><b>Year 2</b> I can sing as part of a group in unison or in 2 parts. I can rehearse and then perform sections of music with accuracy.</p>	<p><b>Year 1</b> I can say what I like, or dislike about a piece of music and describe how it makes me feel. I can explain what the song is about.</p>	<p><b>Year 2</b> I can describe my emotions and thoughts when listening to a piece of music. I can point out differences and similarities of the varying styles.</p>			

## Music Curriculum

Our Big concert		Year: 1/2 Cycle B	Summer 1
<b>Foundations of previous learning:</b> Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children are able to copy a rhythm which has been played for them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel. Children can say whether they like a piece of music and why. They also and beginning to understanding how all the dimensions of music are working together.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Year 1</b>  <u>Understanding music and improvisation</u>            I can move in time with a steady beat.            I can find the pulse of the music by moving my body.            I can listen to, copy and repeat a simple rhythm through call and response.            I can listen to, copy and repeat a simple melody using my voice.            I can sing high or low sounds demonstrating an understanding of pitch  <u>Listen and respond</u>            I can feel the pulse by moving my body to the music.            I can concentrate and listen to a piece of music.            I can recognise if the music is fast or slow.            I can recognise if the music is loud or quiet.  <u>Learning to sing the song</u>            I can sing and/or rap as part of a group.            I can sing some songs and sections of songs from memory.            I can sing a solo demonstrating some level of confidence.            I can sing a solo with confidence.            I can follow the leader of the group and take simple directions.            I can add appropriate actions and movement to the songs I sing.  <u>Play instruments with the song</u>            I can play a tuned and/or untuned percussion instrument carefully and with respect.            I can rehearse a part effectively to improve my overall performance.            I can play my instrument as part of an ensemble to pulse and/or steady beat.            I can perform repeated rhythmic patterns in time to a backing track.  <u>Improvise with the song</u>            I can use some notes to create an improvised rhythm/melody.            I can stay in time with the music when I improvise.            I can use call and response/ question and answer to improvise simple vocal patterns.            I can use both rhythm and/or pitch to improvise over a steady pulse.  <u>Compose with the song</u>            I can compose a melodic line with direction creating a beginning and an end using the home key.            I can explore pitch and rhythm when composing.            I can write my melody using manuscript/online resources and/or graphic score.  <u>Perform the song</u>            I can perform the song with my class and without any help from the teacher.            I can perform the song confidently with movement and/or actions.            I can perform the song from memory.            I can follow the leader or conductor.            I can collectively plan a performance including activities appropriate for an audience.</p> <p><b>Year 2</b>  <u>Understanding music and improvisation</u>            I can move in time with a steady beat.            I can find the pulse of the music by moving my body.            I can listen to, copy and repeat a simple rhythm.            I can listen to, copy and repeat a simple melody using varied rhythm and pitch when I sing on my own.            I can follow a steady beat. I can follow the leader of the group or the conductor.            I understand that when the speed of the music changes, the tempo increases/decreases.            I can improvise a simple rhythm using different instruments including my voice.            I can clap a rhythm that I have made up by myself.            I can clap the rhythm of my name, pet or favourite colour.  <u>Listen and respond</u>            I can find the pulse/steady beat and move in time to the music.            I can keep a steady beat in my head,            I can feel the pulse and move in time with the music.            I can tap the pulse of a piece of music and recognise changes/fluctuations in tempo.  <u>Learning to sing the song</u>            I can sing as part of a group in unison or in 2 parts.            I can take the lead and perform solo.            I can memorise songs in preparation for performance.            I can sing with fluency and accuracy of pitch.            I can sing as part of a choir/group and follow directions.            I can listen effectively when performing to ensure accuracy of pulse.            I can add appropriate actions and movement to the songs I sing.  <u>Play instruments with the song</u>            I can use tuned and untuned classroom percussion instruments to perform accompaniments and/or melody.            I can rehearse and then perform sections of music with accuracy.            I can use instruments respectfully and treat them with care.            I can perform as part of a group/ensemble keeping in time with a steady beat.            I can perform as a group or solo passages of music keeping in time with a steady beat.  <u>Improvise with the song</u>            I can use tuned and untuned classroom percussion instruments to improvise and compose.  <u>Compose with the song</u>            I can compose a melodic line with direction, creating a beginning and an end using the home key.            I can create a sound using tuned and untuned percussion instruments in response to a stimulus.  <u>Perform the song</u>            I can use musical symbols to compose simple pieces of music.            I can practise, rehearse and perform music to an audience with confidence.            I can add actions to a song where appropriate.            I can perform a song from memory.            I can follow the leader or conductor.</p>	<p><b>Year 1</b>  <u>Understanding music and improvisation</u>            I understand that the pulse or beat of the music is like a heartbeat that doesn't stop.            I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.  <u>Listen and respond</u>            I can say what I like, or dislike about a piece of music and describe how it makes me feel.            I can use some musical words to describe a piece of music.            I can recognise some musical instruments and name them.            I understand that tempo describes how fast, or slow the music is.            I can talk about the songs and music we have listened to and any songs that are similar.            I can talk about different styles of music and where they might come from in the world.  <u>Learning to sing the song</u>            I can demonstrate good posture when singing.            I can explain what the song is about.  <u>Improvise with the song</u>            I know that when I improvise, I am making up my own tune.  <u>Compose with the song</u>            I can evaluate my composition through performance up to 5 notes.            I can recognise signs and symbols that equate to the note value of 1 and 2 beats.  <u>Perform the song</u>            I can explain why we chose the song/s to perform.            I can say what I liked or enjoyed about the performance and what could have been better.            I can explain the musical spotlight and how music and songs have a social theme i.e how music brings us together.</p> <p><b>Year 2</b>  <u>Understanding music and improvisation</u>            I understand that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.            I understand that pitch describes how high or low sounds are.  <u>Listen and respond</u>            I can describe my emotions and thoughts when listening to a piece of music.            I can explain why I like or don't like a piece of music.            I can recognise the difference between fast and slow tempo.            I can recognise the difference between loud and soft dynamics.            I can recognise differences between two varying styles of music.            I can point out differences and similarities of the varying styles.            I can discuss as a class what the music might be about and relate it to music I have listened to in the past.            I can describe the tempo as fast or slow and dynamics as loud and soft with confidence.            I can recognise some musical instruments within their family groups.            I can listen to music from around the world and talk about their features.  <u>Learning to sing the song</u>            I can demonstrate and maintain good posture when singing.  <u>Improvise with the song</u>            I can recall musical sequences to build ideas around any given note/s to a steady pulse.  <u>Compose with the song</u>            I understand that I can start and finish a composition on the 'home' note.  <u>Perform the song</u>            I can introduce a song explaining why it was chosen.            I have an understanding of the musical themes and how they have shaped my performance.            I can talk about my performance considering what was good and what could be improved.</p>	<p>Pulse Steady Beat Heartbeat High Sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap South African Music Record Compose Melodies Rhythm Patterns Mixed Style</p>
Assessment of Skills		Assessment of Knowledge	
<p><b>Year 1</b>            I can use some notes to create an improvised rhythm/melody.            I can perform the song confidently with movement and/or actions.</p>	<p><b>Year 2</b>            I can use tuned and untuned classroom percussion instruments to improvise and compose.            I can create a sound using tuned and untuned percussion instruments in response to a stimulus.</p>	<p><b>Year 1</b>            I know that when I improvise, I am making up my own tune.            I can say what I liked or enjoyed about the performance and what could have been better.</p>	<p><b>Year 2</b>            I can recall musical sequences to build ideas around any given note/s to a steady pulse.            I can talk about my performance considering what was good and what could be improved.</p>



## Music Curriculum

Topic: African Drums		Year: 3	Autumn 2
<p><b>Foundations of previous learning:</b> I can play a variety of classroom instruments, playing whole class musical instruments as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>To play a range of African instruments.</p> <p>To be able to follow the conductor's instructions to start and stop together, maintain speed and pulse during an ensemble.</p>	<p>To know how to play a range of African drums.</p> <p>To know how different timbres and dynamics are created on African instruments.</p>	<p>Djembe Bass sound (Low pitch) Tone sound (Medium Pitch) Slap sound (High Pitch) Rhythm Posture Djembefola Call and response Polyrhythms Djembe Skin Striking Edge of the Skin Middle of the skin</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can play the djembe, creating the three different sounds (Tone, Slap and Bass) by hitting the instrument appropriately.</p> <p>I can repeat rhythms performed by the Djembefola.</p>	<p>I know that the djembe drum is an African drum and that it is part of the percussion family.</p> <p>I know that it is made from wood, rope and animal skin.</p> <p>I know how that the sound is made.</p> <p>I know how to produce three different sounds.</p>	

## Music Curriculum

Writing music down		Year: 3	Autumn 2
Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><b>Understanding music and improvisation</b></p> <p>I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music.</p> <p>I can copy back simple patterns aurally and visually following basic notation.</p> <p>I can improvise using simple patterns that include basic rhythms.</p> <p>I can recognise a major sound.</p> <p>I can recognise a minor sound.</p> <p>I can find the pulse of the music by moving my body.</p> <p>I can clap a rhythm that I have made up by myself.</p> <p>I can clap the rhythm of my name, pet or favourite colour.</p> <p><b>Listen and respond</b></p> <p>I can find the pulse in songs/music with confidence.</p> <p>I can clap the beat of the music accentuating the first beat of the bar.</p> <p>I can confidently move in time to the music and create suitable actions.</p> <p><b>Learning to sing the song</b></p> <p>I can sing songs in unison and in multiple parts with increasing confidence.</p> <p>I can sing songs confidently from memory.</p> <p>I can listen and respond confidently to ensure an awareness of time when following the beat.</p> <p>I can sing paying attention to clear diction and articulation.</p> <p>I can sing with expression.</p> <p>I can sing with attention to good posture, breathing and phrasing.</p> <p>I can sing a solo when required.</p> <p>I can confidently follow the leader or conductor.</p> <p>I can sing expressively with attention to the meaning of the words.</p> <p>I can confidently perform actions in time with the music.</p> <p>I can sing a collection of songs in unison, of varying styles and structures.</p> <p><b>Play instruments with the song</b></p> <p>I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence.</p> <p>I can play securely with good levels of accuracy.</p> <p>I can play as part of an ensemble keeping a steady beat.</p> <p>I can follow musical directions as part of an ensemble or as a soloist.</p> <p>I can use instruments respectfully and treat them with care.</p> <p>I can demonstrate good posture when playing my instrument.</p> <p>I can demonstrate good technique for the instrument I am playing.</p> <p><b>Improvise with the song</b></p> <p>I can improvise successfully, listening and responding to stimuli from the unit backing track.</p> <p>I sometimes use silent beats (rests) within my improvisation.</p> <p>I can create simple rhythms to build phrases using limited notes.</p> <p><b>Compose with the song</b></p> <p>I can compose a simple melody in response to musical stimuli.</p> <p>I can write a melody that starts and ends on the home note.</p> <p>I can perform my own composition using the notes I have chosen.</p> <p>I can shape the melody by using conjunct and disjunct movement (moving in steps and leaps) in a structured fashion.</p> <p>I can use a simple structure when composing.</p> <p>I can use simple dynamics and tempo to express loud and quiet/fast and slow.</p> <p>I can compose basic song accompaniments using pulse and rhythm on tuned and untuned percussion instruments.</p> <p>I can create simple rhythmic patterns using both notes and rests.</p> <p><b>Music Notepad</b></p> <p>I can use music explorer to compose a structured piece of music of varying length thinking about the essential ingredients that are needed in order for my composition to make musical sense.</p> <p><b>Perform the song</b></p> <p>I can play and perform in solo or ensemble contexts with confidence.</p> <p>I can follow the leader or conductor.</p> <p>I may include musical ideas/passages within a rehearsal to enhance future performances.</p>	<p><b>Understanding music and improvisation</b></p> <p>I understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols.</p> <p>These symbols can be written on a staff, helping us to remember what we are going to sing and play.</p> <p>I know the pulse or beat of the music is like a heartbeat that doesn't stop.</p> <p>I can recognise various notes and equivalent rests on a staff and understand their note values.</p> <p>I can identify the position of some notes on a staff.</p> <p><b>Listen and respond</b></p> <p>I can communicate to others my thoughts and feelings about music that I listen to.</p> <p>I can communicate to others the meaning of the song or music.</p> <p>I can talk about the musical features relating to the style of the music.</p> <p>I can communicate effectively the emotions I feel when listening to music.</p> <p>I can express an opinion as to why I like or dislike a piece of music.</p> <p>I can confidently recognise a range of musical instruments within their family groups</p> <p>I can discuss a piece of music using appropriate musical language.</p> <p>I can think about and discuss what the music might be about, why it was written and the meaning of the song.</p> <p>I can listen to music from around the world and talk more confidently about their features.</p> <p>I can compare and contrast songs with similar styles.</p> <p><b>Learning to sing the song</b></p> <p>I can demonstrate good singing posture when rehearsing/performing.</p> <p>I can discuss as part of a group what the song might be about.</p> <p><b>Play instruments with the song</b></p> <p>I can understand some formal, written notation which includes crotchets and their equivalent rests.</p> <p><b>Improvise with the song</b></p> <p>I understand that improvisation is when you make up your own melody.</p> <p><b>Compose with the song</b></p> <p>I can understand that composition is when a composer writes down and records musical ideas.</p> <p>I can describe how my melody was created.</p> <p>I know my composition has a start, a middle and an end.</p> <p>I know my composition has two contrasting sections.</p> <p><b>Perform the song</b></p> <p>I can explain why a song was chosen and in what context.</p> <p>I have an understanding of the musical themes and how they have shaped my performance.</p> <p>I can talk about/evaluate my performance considering what was good and what could be improved.</p> <p>I can introduce the song and explain why it was chosen, focusing on relevant personal connections.</p> <p>I can express how my performance affected me emotionally.</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Dynamics</p> <p>Tempo</p> <p>Timbre</p> <p>Structure</p> <p>Notation</p> <p>Glockenspiel</p> <p>Beaters</p> <p>Note Names</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can clap a rhythm that I have made up by myself. I can confidently move in time to the music and create suitable actions.	I understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols. These symbols can be written on a staff, helping us to remember what we are going to sing and play.	

## Music Curriculum

More musical styles		Year: 3	Spring 2
Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>Understanding music and improvisation</b></p> <p>I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music.</p> <p>I can copy back simple patterns aurally and visually following basic notation.</p> <p>I can improvise using simple patterns that include basic rhythms.</p> <p>I can move in time with a steady beat.</p> <p>I can recognise a major sound.</p> <p>I can recognise a minor sound.</p> <p>I can move in time with a steady beat in simple time.</p> <p>I can find the pulse of the music by moving my body.</p> <p>I can clap a rhythm that I have made up by myself.</p> <p>I can clap the rhythm of my name, pet or favourite colour.</p> <p><b>Listen and respond</b></p> <p>I can find the pulse in songs/music with confidence.</p> <p>I can clap the beat of the music accentuating the first beat of the bar.</p> <p>I can confidently move in time to the music and create suitable actions.</p> <p><b>Learning to sing the song</b></p> <p>I can sing songs in unison and in multiple parts with increasing confidence.</p> <p>I can sing songs confidently from memory.</p> <p>I can listen and respond confidently to ensure an awareness of time when following the beat.</p> <p>I can sing paying attention to clear diction and articulation.</p> <p>I can sing with expression.</p> <p>I can sing with attention to good posture, breathing and phrasing.</p> <p>I can sing a solo when required.</p> <p>I can confidently follow the leader or conductor.</p> <p>I can sing expressively with attention to the meaning of the words.</p> <p>I can confidently perform actions in time with the music.</p> <p>I can sing a collection of songs in unison, of varying styles and structures.</p> <p><b>Play instruments with the song</b></p> <p>I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence.</p> <p>I can play securely with good levels of accuracy.</p> <p>I can play as part of an ensemble keeping a steady beat.</p> <p>I can follow musical directions as part of an ensemble or as a soloist.</p> <p>I can use instruments respectfully and treat them with care.</p> <p>I can demonstrate good posture when playing my instrument.</p> <p>I can demonstrate good technique for the instrument I am playing.</p> <p><b>Improvise with the song</b></p> <p>I can improvise successfully, listening and responding to stimuli from the unit backing track.</p> <p>I sometimes use silent beats (rests) within my improvisation.</p> <p>I can create simple rhythms to build phrases using limited notes.</p> <p><b>Compose with the song</b></p> <p>I can compose a simple melody in response to musical stimuli.</p> <p>I can write a melody that starts and ends on the home note.</p> <p>I can perform my own composition using the notes I have chosen.</p> <p>I can shape the melody by using conjunct and disjunct movement (moving in steps and leaps) in a structured fashion.</p> <p>I can use a simple structure when composing.</p> <p>I can use simple dynamics and tempo to express loud and quiet/fast and slow.</p> <p>I can compose basic song accompaniments using pulse and rhythm on tuned and untuned percussion instruments.</p> <p>I can create simple rhythmic patterns using both notes and rests.</p> <p><b>Music Notepad</b></p> <p>I can use music explorer to compose a structured piece of music of varying length thinking about the essential ingredients that are needed in order for my composition to make musical sense.</p> <p><b>Perform the song</b></p> <p>I can play and perform in solo or ensemble contexts with confidence.</p> <p>I can follow the leader or conductor.</p> <p>I may include musical ideas/passages within a rehearsal to enhance future performances.</p>	<p><b>Understanding music and improvisation</b></p> <p>I understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols.</p> <p>These symbols can be written on a staff, helping us to remember what we are going to sing and play.</p> <p>I know the pulse or beat of the music is like a heartbeat that doesn't stop.</p> <p>I can recognise various notes and equivalent rests on a staff and understand their note values.</p> <p>I can identify the position of some notes on a staff.</p> <p><b>Listen and respond</b></p> <p>I can communicate to others my thoughts and feelings about music that I listen to.</p> <p>I can communicate to others the meaning of the song or music.</p> <p>I can talk about the musical features relating to the style of the music.</p> <p>I can communicate effectively the emotions I feel when listening to music.</p> <p>I can express an opinion as to why I like or dislike a piece of music.</p> <p>I can confidently recognise a range of musical instruments within their family groups</p> <p>I can discuss a piece of music using appropriate musical language.</p> <p>I can think about and discuss what the music might be about, why it was written and the meaning of the song.</p> <p>I can listen to music from around the world and talk more confidently about their features.</p> <p>I can compare and contrast songs with similar styles.</p> <p><b>Learning to sing the song</b></p> <p>I can demonstrate good singing posture when rehearsing/performing.</p> <p>I can discuss as part of a group what the song might be about.</p> <p><b>Play instruments with the song</b></p> <p>I can understand some formal, written notation which includes crotchets and their equivalent rests.</p> <p><b>Improvise with the song</b></p> <p>I understand that improvisation is when you make up your own melody.</p> <p><b>Compose with the song</b></p> <p>I can understand that composition is when a composer writes down and records musical ideas.</p> <p>I can describe how my melody was created.</p> <p>I know my composition has a start, a middle and an end.</p> <p>I know my composition has two contrasting sections.</p> <p><b>Perform the song</b></p> <p>I can explain why a song was chosen and in what context.</p> <p>I have an understanding of the musical themes and how they have shaped my performance.</p> <p>I can talk about/evaluate my performance considering what was good and what could be improved.</p> <p>I can introduce the song and explain why it was chosen, focusing on relevant personal connections.</p> <p>I can express how my performance affected me emotionally.</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Dynamics</p> <p>Tempo</p> <p>Timbre</p> <p>Structure</p> <p>Texture</p> <p>Notation</p> <p>Glockenspiel</p> <p>Beaters</p> <p>Note Names</p>
<b>Assessment of Skills</b>		<b>Assessment of Knowledge</b>	
<p>I can sing songs in unison and in multiple parts with increasing confidence.</p> <p>I can confidently perform actions in time with the music.</p>		<p>I can communicate to others my thoughts and feelings about music that I listen to.</p> <p>I can think about and discuss what the music might be about, why it was written and the meaning of the song.</p>	

# Music Curriculum

Enjoying improvisation		Year: 3	Summer 1
<b>Foundations of previous learning:</b> I can play a variety of classroom instruments, playing glockenspiels as a whole class ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and am beginning to understand the different musical dimensions running through it.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>Understanding music and improvisation</b></p> <p>I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music.</p> <p>I can copy back simple patterns aurally and visually following basic notation.</p> <p>I can improvise using simple patterns that include basic rhythms.</p> <p>I can move in time with a steady beat.</p> <p>I can recognise a major sound.</p> <p>I can recognise a minor sound.</p> <p>I can move in time with a steady beat in simple time.</p> <p>I can find the pulse of the music by moving my body.</p> <p>I can clap a rhythm that I have made up by myself.</p> <p>I can clap the rhythm of my name, pet or favourite colour.</p> <p><b>Listen and respond</b></p> <p>I can find the pulse in songs/music with confidence.</p> <p>I can clap the beat of the music accentuating the first beat of the bar.</p> <p>I can confidently move in time to the music and create suitable actions.</p> <p><b>Learning to sing the song</b></p> <p>I can sing songs in unison and in multiple parts with increasing confidence.</p> <p>I can sing songs confidently from memory.</p> <p>I can listen and respond confidently to ensure an awareness of time when following the beat.</p> <p>I can sing paying attention to clear diction and articulation.</p> <p>I can sing with expression.</p> <p>I can sing with attention to good posture, breathing and phrasing.</p> <p>I can sing a solo when required.</p> <p>I can confidently follow the leader or conductor.</p> <p>I can sing expressively with attention to the meaning of the words.</p> <p>I can confidently perform actions in time with the music.</p> <p>I can sing a collection of songs in unison, of varying styles and structures.</p> <p><b>Play instruments with the song</b></p> <p>I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence.</p> <p>I can play securely with good levels of accuracy.</p> <p>I can play as part of an ensemble keeping a steady beat.</p> <p>I can follow musical directions as part of an ensemble or as a soloist.</p> <p>I can use instruments respectfully and treat them with care.</p> <p>I can demonstrate good posture when playing my instrument.</p> <p>I can demonstrate good technique for the instrument I am playing.</p> <p><b>Improvise with the song</b></p> <p>I can improvise successfully, listening and responding to stimuli from the unit backing track.</p> <p>I sometimes use silent beats (rests) within my improvisation.</p> <p>I can create simple rhythms to build phrases using limited notes.</p> <p><b>Compose with the song</b></p> <p>I can compose a simple melody in response to musical stimuli.</p> <p>I can write a melody that starts and ends on the home note.</p> <p>I can perform my own composition using the notes I have chosen.</p> <p>I can shape the melody by using conjunct and disjunct movement (moving in steps and leaps) in a structured fashion.</p> <p>I can use a simple structure when composing.</p> <p>I can use simple dynamics and tempo to express loud and quiet/fast and slow.</p> <p>I can compose basic song accompaniments using pulse and rhythm on tuned and untuned percussion instruments.</p> <p>I can create simple rhythmic patterns using both notes and rests.</p> <p><b>Music Notepad</b></p> <p>I can use music explorer to compose a structured piece of music of varying length thinking about the essential ingredients that are needed in order for my composition to make musical sense.</p> <p><b>Perform the song</b></p> <p>I can play and perform in solo or ensemble contexts with confidence.</p> <p>I can follow the leader or conductor.</p> <p>I may include musical ideas/passages within a rehearsal to enhance future performances.</p>	<p><b>Understanding music and improvisation</b></p> <p>I understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols.</p> <p>These symbols can be written on a staff, helping us to remember what we are going to sing and play.</p> <p>I know the pulse or beat of the music is like a heartbeat that doesn't stop.</p> <p>I can recognise various notes and equivalent rests on a staff and understand their note values.</p> <p>I can identify the position of some notes on a staff.</p> <p><b>Listen and respond</b></p> <p>I can communicate to others my thoughts and feelings about music that I listen to.</p> <p>I can communicate to others the meaning of the song or music.</p> <p>I can talk about the musical features relating to the style of the music.</p> <p>I can communicate effectively the emotions I feel when listening to music.</p> <p>I can express an opinion as to why I like or dislike a piece of music.</p> <p>I can confidently recognise a range of musical instruments within their family groups</p> <p>I can discuss a piece of music using appropriate musical language.</p> <p>I can think about and discuss what the music might be about, why it was written and the meaning of the song.</p> <p>I can listen to music from around the world and talk more confidently about their features.</p> <p>I can compare and contrast songs with similar styles.</p> <p><b>Learning to sing the song</b></p> <p>I can demonstrate good singing posture when rehearsing/performing.</p> <p>I can discuss as part of a group what the song might be about.</p> <p><b>Play instruments with the song</b></p> <p>I can understand some formal, written notation which includes crochets and their equivalent rests.</p> <p><b>Improvise with the song</b></p> <p>I understand that improvisation is when you make up your own melody.</p> <p><b>Compose with the song</b></p> <p>I can understand that composition is when a composer writes down and records musical ideas.</p> <p>I can describe how my melody was created.</p> <p>I know my composition has a start, a middle and an end.</p> <p>I know my composition has two contrasting sections.</p> <p><b>Perform the song</b></p> <p>I can explain why a song was chosen and in what context.</p> <p>I have an understanding of the musical themes and how they have shaped my performance.</p> <p>I can talk about/evaluate my performance considering what was good and what could be improved.</p> <p>I can introduce the song and explain why it was chosen, focusing on relevant personal connections.</p> <p>I can express how my performance affected me emotionally.</p>	<p>Pulse</p> <p>Pitch</p> <p>Rhythm</p> <p>Dynamics</p> <p>Texture</p> <p>Tempo</p> <p>Structure</p> <p>Tibre</p> <p>Notation</p> <p>Listening</p> <p>Album</p> <p>Reggae Music</p> <p>Jamaican</p> <p>Vocal Line</p> <p>Accompaniment</p> <p>Hook</p> <p>Chorus</p> <p>Verse</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence.</p> <p>I can compose a simple melody in response to musical stimuli.</p>	<p>I can understand that composition is when a composer writes down and records musical ideas.</p> <p>I can talk about/evaluate my performance considering what was good and what could be improved.</p>	

## Music Curriculum

Topic: African Drums		Year: 4	Autumn 1
<b>Foundations of previous learning:</b> Children have been playing a variety of classroom instruments, playing glockenspiels as a whole class ensemble. Children can understand the various music language to describe the musical dimensions of a piece. Children can listen to music and are beginning to understand the different musical dimensions running through it.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>To be able to play the djembe, creating the three different sounds (Tone, Slap and Bass) by hitting the instrument appropriately.</p> <p>To be able to respond to the leader of the group (Djembefola).</p> <p>To be able to play with increasing confidence within an ensemble setting.</p> <p>To be able to repeat rhythms performed by the Djembefola.</p> <p>To be able to compose own rhythms.</p>	<p>To know that the djembe is an African drum and is a percussion instrument.</p> <p>To know that it is made from wood, rope and animal skin.</p> <p>To know how the sound is made.</p> <p>To know how to produce three different sounds.</p>	<p>Djembe</p> <p>Bass sound (Low pitch)</p> <p>Tone sound (Medium Pitch)</p> <p>Slap sound (High Pitch)</p> <p>Rhythm</p> <p>Posture</p> <p>Djembefola</p> <p>Call and response</p> <p>Polyrhythms</p> <p>Djembe Skin</p> <p>Striking</p> <p>Edge of the Skin</p> <p>Middle of the skin</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can play the djembe, creating the three different sounds (Tone, Slap and Bass) by hitting the instrument appropriately.</p> <p>I can repeat rhythms performed by the Djembefola.</p>	<p>I know that the djembe drum is an African drum and that it is part of the percussion family.</p> <p>I know that it is made from wood, rope and animal skin.</p> <p>I know how that the sound is made.</p> <p>I know how to produce three different sounds.</p>	

# Music Curriculum

Exploring feelings when you play		Year: 4	Autumn 1
Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>Understanding music</b></p> <p>I can copy increasingly challenging rhythms using body percussion and untuned instruments.</p> <p>I can perform with an understanding of simple time, time signatures.</p> <p>I can copy back and improvise a rhythm using varied note lengths and their equivalent rests.</p> <p>I can move in time with a beat recognising the accentuated first beat of the bar.</p> <p>I can hear a note and suggest its length in relation to other notes over a steady pulse.</p> <p>I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds.</p> <p>I can match rhythmic patterns to movement.</p> <p>I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually.</p> <p><b>Listen and respond</b></p> <p>I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time.</p> <p>I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.</p> <p><b>Learning to sing the song</b></p> <p>I can rehearse a song and learn it from memory both aurally and visually.</p> <p>I can sing songs that have different simple time, time signatures.</p> <p>I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.</p> <p>I can sing on pitch and in time, adjusting for accuracy when needed.</p> <p>I can sing expressively, paying attention to articulation on my own or as directed.</p> <p><b>Play instruments with the song</b></p> <p>I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation.</p> <p>I can play securely with good levels of accuracy.</p> <p>I can play, with improved accuracy as part of an ensemble keeping a steady beat.</p> <p>I can follow musical direction as part of an ensemble or as a soloist.</p> <p>I can demonstrate excellent posture when playing my instrument.</p> <p>I can demonstrate consistently good technique for the instrument I am playing.</p> <p><b>Improvise with the song</b></p> <p>I can improvise within a major scale using 1 to 5 notes.</p> <p>I can use my chosen instrument to improvise on a limited range of notes.</p> <p>I can improvise demonstrating use of articulation (legato/staccato) and use of dynamics (piano/forte).</p> <p>I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps).</p> <p>I can improvise using more complex rhythms, including varying notes and their equivalent rests.</p> <p>I can improvise sections of music which include structured phrases.</p> <p>When improvising I have a clear vision of key structure and relevant use of the home note.</p> <p><b>Compose with the song</b></p> <p>I can compose a melody over a chord progression or groove.</p> <p>I can use music technology effectively to capture, edit and combine sounds.</p> <p>I can use a simple structure when composing.</p> <p>I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments.</p> <p>I can compose using a pentatonic tonality.</p> <p>I can compose using notation from a chosen key.</p> <p><b>Music Notepad</b></p> <p>I can use Music Notepad to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.</p> <p><b>Perform the song</b></p> <p>I can rehearse and comfortably perform to others the progress I have made during my lesson.</p> <p>I can play and perform with confidence in solo or ensemble contexts following stave notation with confidence.</p>	<p><b>Understanding music</b></p> <p>I can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave.</p> <p>I can identify some pitched note names on the treble stave.</p> <p><b>Listen and respond</b></p> <p>I can talk about the words of a song and explain why the song/music was written.</p> <p>I can identify the difference between a fast, steady and slow tempo using appropriate vocabulary.</p> <p>I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p> <p>I can recognise and discuss the sections of music from various styles and genres</p> <p>I understand the importance of a musical introduction and the information it offers.</p> <p>I recognise the sound and tonal structure of a pentatonic scale both visually and aurally.</p> <p>I can describe the differences between legato and staccato, identifying these articulatory effects when heard.</p> <p><b>Learning to sing the song</b></p> <p>I understand that phonetics create various sounds when singing. The vowel gives the length on a note while the consonant creates percussive timbres.</p> <p>Have an understanding of the various styles of singing used in correlation to the styles of song.</p> <p><b>Compose with the song</b></p> <p>I know my composition has a start, a middle and an end.</p> <p><b>Music Notepad</b></p> <p>I can describe how my melody is structured and what processes I went through to create my melodic composition.</p> <p><b>Perform the song</b></p> <p>I can explain why a song was chosen and in what context including historical information about the piece.</p> <p>I can reflect on my performance and how well it suited the occasion.</p> <p>I can discuss and reflect upon my performance to improve upon future performances.</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Dynamics</p> <p>Tempo</p> <p>Timbre</p> <p>Structure</p> <p>Texture</p> <p>Notation</p> <p>Glockenspiel</p> <p>Beaters</p> <p>Note Names</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>I can copy increasingly challenging rhythms using body percussion and untuned instruments.</p> <p>I can match rhythmic patterns to movement.</p>	<p>I can identify some pitched note names on the treble stave.</p> <p>I can talk about the words of a song and explain why the song/music was written.</p>	

## Music Curriculum

Feelings through music		Year: 4	Spring 2
Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>Understanding music</b></p> <p>I can copy increasingly challenging rhythms using body percussion and untuned instruments.</p> <p>I can perform with an understanding of simple time, time signatures.</p> <p>I can copy back and improvise a rhythm using varied note lengths and their equivalent rests.</p> <p>I can move in time with a beat recognising the accentuated first beat of the bar.</p> <p>I can hear a note and suggest its length in relation to other notes over a steady pulse.</p> <p>I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds.</p> <p>I can match rhythmic patterns to movement.</p> <p>I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually.</p> <p><b>Listen and respond</b></p> <p>I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time.</p> <p>I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.</p> <p><b>Learning to sing the song</b></p> <p>I can rehearse a song and learn it from memory both aurally and visually.</p> <p>I can sing songs that have different simple time, time signatures.</p> <p>I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.</p> <p>I can sing on pitch and in time, adjusting for accuracy when needed.</p> <p>I can sing expressively, paying attention to articulation on my own or as directed.</p> <p><b>Play instruments with the song</b></p> <p>I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation.</p> <p>I can play securely with good levels of accuracy.</p> <p>I can play, with improved accuracy as part of an ensemble keeping a steady beat.</p> <p>I can follow musical direction as part of an ensemble or as a soloist.</p> <p>I can demonstrate excellent posture when playing my instrument.</p> <p>I can demonstrate consistently good technique for the instrument I am playing.</p> <p><b>Improvise with the song</b></p> <p>I can improvise within a major scale using 1 to 5 notes.</p> <p>I can use my chosen instrument to improvise on a limited range of notes.</p> <p>I can improvise demonstrating use of articulation (legato/staccato) and use of dynamics (piano/forte).</p> <p>I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps).</p> <p>I can improvise using more complex rhythms, including varying notes and their equivalent rests.</p> <p>I can improvise sections of music which include structured phrases.</p> <p>When improvising I have a clear vision of key structure and relevant use of the home note.</p> <p><b>Compose with the song</b></p> <p>I can compose a melody over a chord progression or groove.</p> <p>I can use music technology effectively to capture, edit and combine sounds.</p> <p>I can use a simple structure when composing.</p> <p>I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments.</p> <p>I can compose using a pentatonic tonality.</p> <p>I can compose using notation from a chosen key.</p> <p><b>Music Notepad</b></p> <p>I can use Music Notepad to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.</p> <p><b>Perform the song</b></p> <p>I can rehearse and comfortably perform to others the progress I have made during my lesson.</p> <p>I can play and perform with confidence in solo or ensemble contexts following stave notation with confidence.</p>	<p><b>Understanding music</b></p> <p>I can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave.</p> <p>I can identify some pitched note names on the treble stave.</p> <p><b>Listen and respond</b></p> <p>I can talk about the words of a song and explain why the song/music was written.</p> <p>I can identify the difference between a fast, steady and slow tempo using appropriate vocabulary.</p> <p>I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p> <p>I can recognise and discuss the sections of music from various styles and genres</p> <p>I understand the importance of a musical introduction and the information it offers.</p> <p>I recognise the sound and tonal structure of a pentatonic scale both visually and aurally.</p> <p>I can describe the differences between legato and staccato, identifying these articulatory effects when heard.</p> <p><b>Learning to sing the song</b></p> <p>I understand that phonetics create various sounds when singing. The vowel gives the length on a note while the consonant creates percussive timbres.</p> <p>Have an understanding of the various styles of singing used in correlation to the styles of song.</p> <p><b>Compose with the song</b></p> <p>I know my composition has a start, a middle and an end.</p> <p><b>Music Notepad</b></p> <p>I can describe how my melody is structured and what processes I went through to create my melodic composition.</p> <p><b>Perform the song</b></p> <p>I can explain why a song was chosen and in what context including historical information about the piece.</p> <p>I can reflect on my performance and how well it suited the occasion.</p> <p>I can discuss and reflect upon my performance to improve upon future performances.</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Dynamics</p> <p>Tempo</p> <p>Timbre</p> <p>Structure</p> <p>Texture</p> <p>Notation</p> <p>Glockenspiel</p> <p>Beaters</p> <p>Note Names</p>
<b>Assessment of Skills</b>	<p>I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.</p> <p>I can play, with improved accuracy as part of an ensemble keeping a steady beat.</p>	<b>Assessment of Knowledge</b>	
		<p>I can identify the difference between a fast, steady and slow tempo using appropriate vocabulary.</p> <p>I understand the importance of a musical introduction and the information it offers.</p>	

## Music Curriculum

Expression and improvisation		Year: 4	Summer
<p><b>Foundations of previous learning:</b> Children have been learning the glockenspiel. They can play in an ensemble and have any awareness of the interrelated dimensions of music. Children are becoming more familiar with the links to sound and notation.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>Understanding music</b></p> <p>I can copy increasingly challenging rhythms using body percussion and untuned instruments.</p> <p>I can perform with an understanding of simple time, time signatures.</p> <p>I can copy back and improvise a rhythm using varied note lengths and their equivalent rests.</p> <p>I can move in time with a beat recognising the accentuated first beat of the bar.</p> <p>I can hear a note and suggest its length in relation to other notes over a steady pulse.</p> <p>I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds.</p> <p>I can match rhythmic patterns to movement.</p> <p>I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually.</p> <p><b>Listen and respond</b></p> <p>I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time.</p> <p>I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.</p> <p><b>Learning to sing the song</b></p> <p>I can rehearse a song and learn it from memory both aurally and visually.</p> <p>I can sing songs that have different simple time, time signatures.</p> <p>I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.</p> <p>I can sing on pitch and in time, adjusting for accuracy when needed.</p> <p>I can sing expressively, paying attention to articulation on my own or as directed.</p> <p><b>Play instruments with the song</b></p> <p>I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation.</p> <p>I can play securely with good levels of accuracy.</p> <p>I can play, with improved accuracy as part of an ensemble keeping a steady beat.</p> <p>I can follow musical direction as part of an ensemble or as a soloist.</p> <p>I can demonstrate excellent posture when playing my instrument.</p> <p>I can demonstrate consistently good technique for the instrument I am playing.</p> <p><b>Improvise with the song</b></p> <p>I can improvise within a major scale using 1 to 5 notes.</p> <p>I can use my chosen instrument to improvise on a limited range of notes.</p> <p>I can improvise demonstrating use of articulation (legato/staccato) and use of dynamics (piano/forte).</p> <p>I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps).</p> <p>I can improvise using more complex rhythms, including varying notes and their equivalent rests.</p> <p>I can improvise sections of music which include structured phrases.</p> <p>When improvising I have a clear vision of key structure and relevant use of the home note.</p> <p><b>Compose with the song</b></p> <p>I can compose a melody over a chord progression or groove.</p> <p>I can use music technology effectively to capture, edit and combine sounds.</p> <p>I can use a simple structure when composing.</p> <p>I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments.</p> <p>I can compose using a pentatonic tonality.</p> <p>I can compose using notation from a chosen key.</p> <p><b>Music Notepad</b></p> <p>I can use Music Notepad to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.</p> <p><b>Perform the song</b></p> <p>I can rehearse and comfortably perform to others the progress I have made during my lesson.</p> <p>I can play and perform with confidence in solo or ensemble contexts following stave notation with confidence.</p>	<p><b>Understanding music</b></p> <p>I can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave.</p> <p>I can identify some pitched note names on the treble stave.</p> <p><b>Listen and respond</b></p> <p>I can talk about the words of a song and explain why the song/music was written.</p> <p>I can identify the difference between a fast, steady and slow tempo using appropriate vocabulary.</p> <p>I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p> <p>I can recognise and discuss the sections of music from various styles and genres</p> <p>I understand the importance of a musical introduction and the information it offers.</p> <p>I recognise the sound and tonal structure of a pentatonic scale both visually and aurally.</p> <p>I can describe the differences between legato and staccato, identifying these articulatory effects when heard.</p> <p><b>Learning to sing the song</b></p> <p>I understand that phonetics create various sounds when singing. The vowel gives the length on a note while the consonant creates percussive timbres.</p> <p>Have an understanding of the various styles of singing used in correlation to the styles of song.</p> <p><b>Compose with the song</b></p> <p>I know my composition has a start, a middle and an end.</p> <p><b>Music Notepad</b></p> <p>I can describe how my melody is structured and what processes I went through to create my melodic composition.</p> <p><b>Perform the song</b></p> <p>I can explain why a song was chosen and in what context including historical information about the piece.</p> <p>I can reflect on my performance and how well it suited the occasion.</p> <p>I can discuss and reflect upon my performance to improve upon future performances.</p>	<p>Pulse</p> <p>Pitch</p> <p>Rhythm</p> <p>Dynamics</p> <p>Texture</p> <p>Tempo</p> <p>Structure</p> <p>Tibre</p> <p>Notation</p> <p>Listening</p> <p>Album</p> <p>Reggae Music</p> <p>Jamaican</p> <p>Vocal Line</p> <p>Accompaniment</p> <p>Hook</p> <p>Style</p> <p>Chorus</p> <p>Verse</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can improvise using more complex rhythms, including varying notes and their equivalent rests</p> <p>I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments.</p>	<p>I know my composition has a start, a middle and an end.</p> <p>I can reflect on my performance and how well it suited the occasion.</p>	



## Music Curriculum

Sing and play in different styles		Year: 5/6 Cycle A	Autumn	
Foundations of previous learning: Children have been learning about the music of ABBA. They are able to recognise this particular style of music, find the pulse, recognise instruments, listen and discuss other dimensions of music. Children have been playing classroom instruments to play along with song Mama Mia. Children have been composing their own responses and melodies and have been able to record them.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers</p>	<p><b>Year 5</b> <b>Understanding music</b> I can confidently find and keep a steady beat. I can listen and copy back more complex rhythmic patterns including triplets as a call and response exercise, both aurally and visually. I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. <b>Listen and respond</b> I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. <b>Learning to sing the song</b> I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple and complex, time signatures. I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing at pitch and in time with the music. I can sing a second part in a song. I can self correct if lost or out of tune/time. I can sing expressively, paying attention to articulation on my own or as directed. <b>Play instruments with the song</b> I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time. <b>Improvise with the song</b> I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics including pp, mp, mf and ff. Follow a steady beat, keeping in time with the pulse of the music. Use additional notes and rhythms to show progression. I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent beats. I can improvise demonstrating use of articulation (legato/staccato) and use of extended dynamics.</p>	<p><b>Year 6</b> <b>Understanding music</b> I can use body percussion, instruments and my voice with confidence in response to musical stimuli. I can actively respond and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. I can find and keep a steady beat/pulse. I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call and response exercise both aurally and visually. I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a staff. I can copy back complex melodic patterns as a call and response exercise both aurally and visually. I can listen with attention to detail and recall sounds with increasing aural memory and accuracy. <b>Listen and respond</b> I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. I can confidently recognise the difference between major and minor tonality, primary chords and intervals within a major scale. <b>Learning to sing the song</b> I can rehearse a song and learn it from memory both aurally and visually. I can sing a broad range of songs as part of a group or soloist. I can sing songs with complex and syncopated rhythms. I can perform with accuracy observing correct techniques where appropriate. I can sing in unison and up to three parts. I can sing Acapella or with accompaniment - live or recorded. I can sing syncopated patterns accentuating the beat where appropriate. <b>Play instruments with the song</b> I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation in various major and minor keys. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. <b>Improvise with the song</b> I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics including pp, mp, mf and ff.</p>	<p><b>Year 5</b> <b>Understanding music</b> I understand how pulse, rhythm and pitch work together. I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets recognising their position on a staff. <b>Listen and respond</b> I can talk about the emotions I feel when I listen to a piece of music. I can justify a personal opinion making reference to musical elements. I can accurately identify instruments and describe their timbre. I can explain what a bridge passage is and identify its position within a song. I understand and can describe the role of a main theme in musical structure. I understand the importance of a musical introduction and the information it offers. I understand that rap is a musical form of vocal delivery. I can describe the three components of rap. <b>Learning to sing the song</b> I have an understanding of the various styles of singing used in correlation to the styles of song. I can discuss in depth how the song connects to the world and its relevant culture. <b>Compose with the song</b> I know my composition has multiple sections and can be labelled as such. I understand and can explain the structure of my composition. I understand and can explain the musical shape that my composition moves in. I can include a home note with my composition to give it credential recognition. I can compose using my own choice of notes. <b>Music Notepad</b> I can describe how my melody is structured and what processes I went through to create my melodic composition.</p>	<p><b>Year 6 Understanding music</b> I understand and can respond to music using simple and complex time signatures. <b>Listen and respond</b> I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion. I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators making reference to the Musical Elements. I can accurately identify most instruments and describe their timbre, including various vocal styles. I can recognise and discuss the sections of music from various styles and genres. I understand and can describe the role of a main theme in musical structure. I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra. I can confidently recognise and explore a range of musical styles and traditions/history and know their basic style indicators. <b>Learning to sing the song</b> I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively. I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year. I can discuss in depth how the song connects to the world and its relevant culture. I understand the connection I have to the music I am performing. <b>Play instruments with the song</b> I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time</p>

## Music Curriculum

<p><b>Compose with the song</b>            I can compose music in response to musical and/or video stimuli.            I can use music technology effectively to capture, edit and combine sounds.            I can use a planned structure when composing.            I can compose with chords to create an emotive/atmospheric mood.            I can use simple dynamics and tempo to express loud and soft/fast and slow.            I can compose using a variety of rhythms including notes and their equivalent rests.            I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow.            I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.            I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument.            I can create a melody in line with the style and harmonic structure of the backing track.</p> <p><b>Music Notepad</b>            I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.</p> <p><b>Perform the song</b>            I can organise, rehearse and perform to an unknown audience.            I can perform as part of a smaller group as well as a whole class.            I can perform as part of a mixed ensemble of acoustic instruments.            I can perform a song in solo or ensemble contexts including instrumental performances that might be rehearsed, improvised or composed.</p>	<p><b>Compose with the song</b>            I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres.            I can perform this melody on tuned percussion and/or melodic instruments following the notated score.            I can enhance my melody with simple chord progressions.            I can compose a ternary form piece showing variation between my A and B sections and discuss how these contrast.            I can use music software/technology to capture, change, combine and record sounds.            I can use a planned structure when composing.            I can compose using a variety of rhythms including notes and their equivalent rests.            I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow.            I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.            I can compose using my own choice of notes.            I can create a composition with an awareness of basic harmonic structure.</p> <p><b>Music Notepad</b>            I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.</p> <p><b>Perform the song</b>            I can create, organise, rehearse and perform to an unknown audience.            I can perform as part of a smaller group as well as a whole class in school or to a wider audience.            I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece.            I can perform from memory or visually, using staved notation with confidence and accuracy.            I can collect feedback and reflect to ensure progression within future performances.</p>	<p><b>Perform the song</b>            I can explain why a song was chosen and in what context including historical information about the piece.            I can record performances to compare and evaluate.            I can evaluate how well the performances communicated the mood of each piece.            I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.</p> <p><b>Compose with the song</b>            I know my composition has multiple sections and can be labelled as such.            I can use and understand the pentatonic scale and full octave range of both major and minor scales.            I understand and can explain the structure of my composition.</p> <p><b>Perform the song</b>            I can record performances to compare and evaluate.            I can evaluate how well the performances communicated the mood of each piece.            I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.            I can evaluate and discuss how my performance might change in different venues/spaces.</p>
Assessment of Skills	Assessment of Knowledge	Assessment of Knowledge
<p>Year 5            I can confidently find and keep a steady beat.            I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature.</p> <p>Year 6            I can find and keep a steady beat/pulse.            I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.</p>	<p>Year 5            I understand how pulse, rhythm and pitch work together.            I can justify a personal opinion making reference to musical elements.</p> <p>Year 6            I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion.            I can recognise and discuss the sections of music from various styles and genres.</p>	<p>Year 5            I understand how pulse, rhythm and pitch work together.            I can justify a personal opinion making reference to musical elements.</p> <p>Year 6            I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion.            I can recognise and discuss the sections of music from various styles and genres.</p>

## Music Curriculum

Composing and chords		Year: 5	Spring		
<p><b>Foundations of previous learning:</b> Children have been learning about the style of Rock Anthems . With increased confidence, children have performed within an ensemble, showing a greater depth awareness of the interrelated dimensions of music. Children have improvised and composed in the rock anthem style. They have recorded their composition and have worked together to improve their work.</p>					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music</p>	<p><b>Year 5</b> <b>Understanding music</b> I can confidently find and keep a steady beat. I can listen and copy back more complex rhythmic patterns including triplets as a call and response exercise, both aurally and visually. I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. <b>Listen and respond</b> I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. <b>Learning to sing the song</b> I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple and complex, time signatures. I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing at pitch and in time with the music. I can sing a second part in a song. I can self correct if lost or out of tune/time. I can sing expressively, paying attention to articulation on my own or as directed. <b>Play instruments with the song</b> I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time. <b>Improvise with the song</b> I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics including pp, mp, mf and ff. Follow a steady beat, keeping in time with the pulse of the music. Use additional notes and rhythms to show progression. I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent beats. I can improvise demonstrating use of articulation (legato/staccato) and use of extended dynamics.</p>	<p><b>Year 6</b> <b>Understanding music</b> I can use body percussion, instruments and my voice with confidence in response to musical stimuli. I can actively respond and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. I can find and keep a steady beat/pulse. I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call and response exercise both aurally and visually. I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a staff. I can copy back complex melodic patterns as a call and response exercise both aurally and visually. I can listen with attention to detail and recall sounds with increasing aural memory and accuracy. <b>Listen and respond</b> I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. I can confidently recognise the difference between major and minor tonality, primary chords and intervals within a major scale. <b>Learning to sing the song</b> I can rehearse a song and learn it from memory both aurally and visually. I can sing a broad range of songs as part of a group or soloist. I can sing songs with complex and syncopated rhythms. I can perform with accuracy observing correct techniques where appropriate. I can sing in unison and up to three parts. I can sing Acapella or with accompaniment - live or recorded. I can sing syncopated patterns accentuating the beat where appropriate. <b>Play instruments with the song</b> I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation in various major and minor keys. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. <b>Improvise with the song</b> I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics including pp, mp, mf and ff.</p>	<p><b>Year 5</b> <b>Understanding music</b> I understand how pulse, rhythm and pitch work together. I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets recognising their position on a staff. <b>Listen and respond</b> I can talk about the emotions I feel when I listen to a piece of music. I can justify a personal opinion making reference to musical elements. I can accurately identify instruments and describe their timbre. I can explain what a bridge passage is and identify its position within a song. I understand and can describe the role of a main theme in musical structure. I understand the importance of a musical introduction and the information it offers. I understand that rap is a musical form of vocal delivery. I can describe the three components of rap. <b>Learning to sing the song</b> I have an understanding of the various styles of singing used in correlation to the styles of song. I can discuss in depth how the song connects to the world and its relevant culture. <b>Compose with the song</b> I know my composition has multiple sections and can be labelled as such. I understand and can explain the structure of my composition. I understand and can explain the musical shape that my composition moves in. I can include a home note with my composition to give it credential recognition. I can compose using my own choice of notes. <b>Music Notepad</b> I can describe how my melody is structured and what processes I went through to create my melodic composition.</p>	<p><b>Year 6 Understanding music</b> I understand and can respond to music using simple and complex time signatures. <b>Listen and respond</b> I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion. I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators making reference to the Musical Elements. I can accurately identify most instruments and describe their timbre, including various vocal styles. I can recognise and discuss the sections of music from various styles and genres. I understand and can describe the role of a main theme in musical structure. I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra. I can confidently recognise and explore a range of musical styles and traditions/history and know their basic style indicators. <b>Learning to sing the song</b> I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively. I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year. I can discuss in depth how the song connects to the world and its relevant culture. I understand the connection I have to the music I am performing. <b>Play instruments with the song</b> I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time</p>	<p>Pulse Pitch Rhythm Dynamics Texture Tempo Structure Timbre Notation Listening Old School Hip Hop Vocal Line Accompaniment Style Chorus Verse Compose Improvise</p>

## Music Curriculum

	<p><b>Compose with the song</b>                      I can compose music in response to musical and/or video stimuli.                      I can use music technology effectively to capture, edit and combine sounds.                      I can use a planned structure when composing.                      I can compose with chords to create an emotive/atmospheric mood.                      I can use simple dynamics and tempo to express loud and soft/fast and slow.                      I can compose using a variety of rhythms including notes and their equivalent rests.                      I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow.                      I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.                      I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument.                      I can create a melody in line with the style and harmonic structure of the backing track.  <b>Music Notepad</b>                      I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.  <b>Perform the song</b>                      I can organise, rehearse and perform to an unknown audience.                      I can perform as part of a smaller group as well as a whole class.                      I can perform as part of a mixed ensemble of acoustic instruments.                      I can perform a song in solo or ensemble contexts including instrumental performances that might be rehearsed, improvised or composed.</p>	<p><b>Compose with the song</b>                      I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres.                      I can perform this melody on tuned percussion and/or melodic instruments following the notated score.                      I can enhance my melody with simple chord progressions.                      I can compose a ternary form piece showing variation between my A and B sections and discuss how these contrast.                      I can use music software/technology to capture, change, combine and record sounds.                      I can use a planned structure when composing.                      I can compose using a variety of rhythms including notes and their equivalent rests.                      I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow.                      I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.                      I can compose using my own choice of notes.                      I can create a composition with an awareness of basic harmonic structure.  <b>Music Notepad</b>                      I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.  <b>Perform the song</b>                      I can create, organise, rehearse and perform to an unknown audience.                      I can perform as part of a smaller group as well as a whole class in school or to a wider audience.                      I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece.                      I can perform from memory or visually, using staved notation with confidence and accuracy.                      I can collect feedback and reflect to ensure progression within future performances.</p>	<p><b>Perform the song</b>                      I can explain why a song was chosen and in what context including historical information about the piece.                      I can record performances to compare and evaluate.                      I can evaluate how well the performances communicated the mood of each piece.                      I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.</p>	<p><b>Compose with the song</b>                      I know my composition has multiple sections and can be labelled as such.                      I can use and understand the pentatonic scale and full octave range of both major and minor scales.                      I understand and can explain the structure of my composition.  <b>Perform the song</b>                      I can record performances to compare and evaluate.                      I can evaluate how well the performances communicated the mood of each piece.                      I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.                      I can evaluate and discuss how my performance might change in different venues/spaces.</p>	
	<b>Assessment of Skills</b>		<b>Assessment of Knowledge</b>		
	<p>Year 5                      I can sing songs that have different simple and complex, time signatures.                      I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave.                      Year 6                      I can sing songs with complex and syncopated rhythms.                      I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range.</p>		<p>Year 5                      I have an understanding of the various styles of singing used in correlation to the styles of song.                      I know my composition has multiple sections and can be labelled as such.                      Year 6                      I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra.                      I understand the connection I have to the music I am performing.</p>		

## Music Curriculum

Battle of the bands		Year: 5	Summer 1		
<b>Foundations of previous learning:</b> Children have been learning about the style of Old School Hip Hop . With increased confidence, children have performed within an ensemble, showing a greater depth awareness of the interrelated dimensions of music. Children have improvised and composed in the rock anthem style. They have recorded their composition and have worked together to improve their work.					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>Year 5</b> <b>Understanding music</b> I can confidently find and keep a steady beat. I can listen and copy back more complex rhythmic patterns including triplets as a call and response exercise, both aurally and visually. I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. <b>Listen and respond</b> I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. <b>Learning to sing the song</b> I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple and complex, time signatures. I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing at pitch and in time with the music. I can sing a second part in a song. I can self correct if lost or out of tune/time. I can sing expressively, paying attention to articulation on my own or as directed. <b>Play instruments with the song</b> I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time. <b>Improvise with the song</b> I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics including pp, mp, mf and ff. Follow a steady beat, keeping in time with the pulse of the music. Use additional notes and rhythms to show progression. I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent beats. I can improvise demonstrating use of articulation (legato/staccato) and use of extended dynamics.</p>	<p><b>Year 6</b> <b>Understanding music</b> I can use body percussion, instruments and my voice with confidence in response to musical stimuli. I can actively respond and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. I can find and keep a steady beat/pulse. I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call and response exercise both aurally and visually. I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a staff. I can copy back complex melodic patterns as a call and response exercise both aurally and visually. I can listen with attention to detail and recall sounds with increasing aural memory and accuracy. <b>Listen and respond</b> I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. I can confidently recognise the difference between major and minor tonality, primary chords and intervals within a major scale. <b>Learning to sing the song</b> I can rehearse a song and learn it from memory both aurally and visually. I can sing a broad range of songs as part of a group or soloist. I can sing songs with complex and syncopated rhythms. I can perform with accuracy observing correct techniques where appropriate. I can sing in unison and up to three parts. I can sing Acapella or with accompaniment - live or recorded. I can sing syncopated patterns accentuating the beat where appropriate. <b>Play instruments with the song</b> I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation in various major and minor keys. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. <b>Improvise with the song</b> I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics including pp, mp, mf and ff.</p>	<p><b>Year 5</b> <b>Understanding music</b> I understand how pulse, rhythm and pitch work together. I can understand some formal, written notation which includes semibreves, triplets and dotted crochets recognising their position on a staff. <b>Listen and respond</b> I can talk about the emotions I feel when I listen to a piece of music. I can justify a personal opinion making reference to musical elements. I can accurately identify instruments and describe their timbre. I can explain what a bridge passage is and identify its position within a song. I understand and can describe the role of a main theme in musical structure. I understand the importance of a musical introduction and the information it offers. I understand that rap is a musical form of vocal delivery. I can describe the three components of rap. <b>Learning to sing the song</b> I have an understanding of the various styles of singing used in correlation to the styles of song. I can discuss in depth how the song connects to the world and its relevant culture. <b>Compose with the song</b> I know my composition has multiple sections and can be labelled as such. I understand and can explain the structure of my composition. I understand and can explain the musical shape that my composition moves in. I can include a home note with my composition to give it credential recognition. I can compose using my own choice of notes. <b>Music Notepad</b> I can describe how my melody is structured and what processes I went through to create my melodic composition.</p>	<p><b>Year 6 Understanding music</b> I understand and can respond to music using simple and complex time signatures. <b>Listen and respond</b> I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion. I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators making reference to the Musical Elements. I can accurately identify most instruments and describe their timbre, including various vocal styles. I can recognise and discuss the sections of music from various styles and genres. I understand and can describe the role of a main theme in musical structure. I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra. I can confidently recognise and explore a range of musical styles and traditions/history and know their basic style indicators. <b>Learning to sing the song</b> I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively. I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year. I can discuss in depth how the song connects to the world and its relevant culture. I understand the connection I have to the music I am performing. <b>Play instruments with the song</b> I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time</p>	<p>Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation Rhythm Section Brass Section Riff Clapping riffs Structure Solo Lead Vocalist Melody Backing Vocals Hook Call and Response Pop Music</p>

## Music Curriculum

	<p><b>Compose with the song</b>          I can compose music in response to musical and/or video stimuli.          I can use music technology effectively to capture, edit and combine sounds.          I can use a planned structure when composing.          I can compose with chords to create an emotive/atmospheric mood.          I can use simple dynamics and tempo to express loud and soft/fast and slow.          I can compose using a variety of rhythms including notes and their equivalent rests.          I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow.          I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.          I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument.          I can create a melody in line with the style and harmonic structure of the backing track.</p> <p><b>Music Notepad</b>          I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.</p> <p><b>Perform the song</b>          I can organise, rehearse and perform to an unknown audience.          I can perform as part of a smaller group as well as a whole class.          I can perform as part of a mixed ensemble of acoustic instruments.          I can perform a song in solo or ensemble contexts including instrumental performances that might be rehearsed, improvised or composed.</p>	<p><b>Compose with the song</b>          I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres.          I can perform this melody on tuned percussion and/or melodic instruments following the notated score.          I can enhance my melody with simple chord progressions.          I can compose a ternary form piece showing variation between my A and B sections and discuss how these contrast.          I can use music software/technology to capture, change, combine and record sounds.          I can use a planned structure when composing.          I can compose using a variety of rhythms including notes and their equivalent rests.          I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow.          I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.          I can compose using my own choice of notes.          I can create a composition with an awareness of basic harmonic structure.</p> <p><b>Music Notepad</b>          I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.</p> <p><b>Perform the song</b>          I can create, organise, rehearse and perform to an unknown audience.          I can perform as part of a smaller group as well as a whole class in school or to a wider audience.          I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece.          I can perform from memory or visually, using staved notation with confidence and accuracy.          I can collect feedback and reflect to ensure progression within future performances.</p>	<p><b>Perform the song</b>          I can explain why a song was chosen and in what context including historical information about the piece.          I can record performances to compare and evaluate.          I can evaluate how well the performances communicated the mood of each piece.          I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.</p>	<p><b>Compose with the song</b>          I know my composition has multiple sections and can be labelled as such.          I can use and understand the pentatonic scale and full octave range of both major and minor scales.          I understand and can explain the structure of my composition.</p> <p><b>Perform the song</b>          I can record performances to compare and evaluate.          I can evaluate how well the performances communicated the mood of each piece.          I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.          I can evaluate and discuss how my performance might change in different venues/spaces.</p>	
<b>Assessment of Skills</b>		<b>Assessment of Knowledge</b>			
	<p>Year 5          I can improvise with increasing confidence using my own voice, rhythms and different pitches.          I can compose using a variety of rhythms including notes and their equivalent rests.</p> <p>Year 6          I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps).          I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.</p>		<p>Year 5          I can describe how my melody is structured and what processes I went through to create my melodic composition          I can evaluate how well the performances communicated the mood of each piece.</p> <p>Year 6          I understand and can explain the structure of my composition.          I can evaluate and discuss how my performance might change in different venues/spaces.</p>		

## Music Curriculum

Ukulele/Garage Band		Year: 5/6 Cycle B	Autumn 1	
<p><b>Foundations of previous learning:</b> Children have been learning about Motown Music. They have gained a greater understanding of how the interrelated dimensions of music all work together. Children have been improvising and composing in the Motown style. Children are becoming more familiar with music notation and have been recording their own compositions.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p><b>Performing (singing/playing):</b> To play the ukulele either in a solo context or ensemble. To perform a range of chords and to play in time. Take the lead in performances and provide suggestions to others.</p> <p><b>Improvising and experimenting:</b> Compose a piece of music based on a theme. Describe how music can be used to create expressive effects and convey emotion. Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre and duration.</p> <p><b>Listening, developing knowledge and understanding:</b> Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.</p>	<p>I know a range of chords on the ukulele. I can identify the different parts of a ukulele. I can play in time while singing the melody. Use Garage Band layering different instruments to compose a piece of music based on a Shakespeare Play.</p>	<p>Ukulele Frets Fret board Sound Hole Neck Adjusters/Tuners/Machine Heads Headstock Nut Strings Saddle Bridge Chord Compose Loop Mixing Pan Time Signature Metronome Chords Major Minor Rhythm Rap Lyrics Theme Melody Tempo Verse Chorus Track</p>	<p>Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p>I can create tracks, record and mix down a backing track for their lyrics. I can write lyrics that fit into the meter of the 4/4.</p>	<p>To know the three chords C major, F major and G Major To know how to use garage band to create music to accompany a rap</p>		



## Music Curriculum

Music and technology		Year: 5/6 Cycle B	Autumn 1		
<b>Foundations of previous learning:</b> Children have been learning about Motown Music. They have gained a greater understanding of how the interrelated dimensions of music all work together. Children have been improvising and composing in the Motown style. Children are becoming more familiar with music notation and have been recording their own compositions.					
Unit Learning					
NC Objective - Coverage	Skills		Knowledge	Vocabulary	
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>Year 5</b> <b>Understanding music</b> I can confidently find and keep a steady beat. I can listen and copy back more complex rhythmic patterns including triplets as a call and response exercise, both aurally and visually. I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. <b>Listen and respond</b> I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. <b>Learning to sing the song</b> I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple and complex, time signatures. I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing at pitch and in time with the music. I can sing a second part in a song. I can self correct if lost or out of tune/time. I can sing expressively, paying attention to articulation on my own or as directed. <b>Play instruments with the song</b> I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time. <b>Improvise with the song</b> I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics including pp, mp, mf and ff. Follow a steady beat, keeping in time with the pulse of the music. Use additional notes and rhythms to show progression. I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent beats. I can improvise demonstrating use of articulation (legato/staccato) and use of extended dynamics.</p>	<p><b>Year 6</b> <b>Understanding music</b> I can use body percussion, instruments and my voice with confidence in response to musical stimuli. I can actively respond and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. I can find and keep a steady beat/pulse. I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call and response exercise both aurally and visually. I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a staff. I can copy back complex melodic patterns as a call and response exercise both aurally and visually. I can listen with attention to detail and recall sounds with increasing aural memory and accuracy. <b>Listen and respond</b> I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. I can confidently recognise the difference between major and minor tonality, primary chords and intervals within a major scale. <b>Learning to sing the song</b> I can rehearse a song and learn it from memory both aurally and visually. I can sing a broad range of songs as part of a group or soloist. I can sing songs with complex and syncopated rhythms. I can perform with accuracy observing correct techniques where appropriate. I can sing in unison and up to three parts. I can sing Acapella or with accompaniment - live or recorded. I can sing syncopated patterns accentuating the beat where appropriate. <b>Play instruments with the song</b> I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation in various major and minor keys. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. <b>Improvise with the song</b> I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics including pp, mp, mf and ff.</p>	<p><b>Year 5</b> <b>Understanding music</b> I can understand how pulse, rhythm and pitch work together. I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets recognising their position on a staff. <b>Listen and respond</b> I can talk about the emotions I feel when I listen to a piece of music. I can justify a personal opinion making reference to musical elements. I can accurately identify instruments and describe their timbre. I can explain what a bridge passage is and identify its position within a song. I understand and can describe the role of a main theme in musical structure. I understand the importance of a musical introduction and the information it offers. I understand that rap is a musical form of vocal delivery. I can describe the three components of rap. <b>Learning to sing the song</b> I have an understanding of the various styles of singing used in correlation to the styles of song. I can discuss in depth how the song connects to the world and its relevant culture. <b>Compose with the song</b> I know my composition has multiple sections and can be labelled as such. I understand and can explain the structure of my composition. I understand and can explain the musical shape that my composition moves in. I can include a home note with my composition to give it credential recognition. I can compose using my own choice of notes. <b>Music Notepad</b> I can describe how my melody is structured and what processes I went through to create my melodic composition.</p>	<p><b>Year 6 Understanding music</b> I understand and can respond to music using simple and complex time signatures. <b>Listen and respond</b> I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion. I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators making reference to the Musical Elements. I can accurately identify most instruments and describe their timbre, including various vocal styles. I can recognise and discuss the sections of music from various styles and genres. I understand and can describe the role of a main theme in musical structure. I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra. I can confidently recognise and explore a range of musical styles and traditions/history and know their basic style indicators. <b>Learning to sing the song</b> I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively. I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year. I can discuss in depth how the song connects to the world and its relevant culture. I understand the connection I have to the music I am performing. <b>Play instruments with the song</b> I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time</p>	<p>Ukulele Frets Fret board Sound Hole Neck Adjusters/Tuners/ Machine Heads Headstock Nut Strings Saddle Bridge Chord Compose Loop Mixing Pan Time Signature Metronome Chords Major Minor Rhythm Rap Lyrics Theme Melody Tempo Verse Chorus Track Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation</p>



## Music Curriculum

	<p><b>Compose with the song</b>          I can compose music in response to musical and/or video stimuli.          I can use music technology effectively to capture, edit and combine sounds.          I can use a planned structure when composing.          I can compose with chords to create an emotive/atmospheric mood.          I can use simple dynamics and tempo to express loud and soft/fast and slow.          I can compose using a variety of rhythms including notes and their equivalent rests.          I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow.          I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.          I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument.          I can create a melody in line with the style and harmonic structure of the backing track.</p> <p><b>Music Notepad</b>          I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.</p> <p><b>Perform the song</b>          I can organise, rehearse and perform to an unknown audience.          I can perform as part of a smaller group as well as a whole class.          I can perform as part of a mixed ensemble of acoustic instruments.          I can perform a song in solo or ensemble contexts including instrumental performances that might be rehearsed, improvised or composed.</p>	<p><b>Compose with the song</b>          I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres.          I can perform this melody on tuned percussion and/or melodic instruments following the notated score.          I can enhance my melody with simple chord progressions.          I can compose a ternary form piece showing variation between my A and B sections and discuss how these contrast.          I can use music software/technology to capture, change, combine and record sounds.          I can use a planned structure when composing.          I can compose using a variety of rhythms including notes and their equivalent rests.          I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow.          I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.          I can compose using my own choice of notes.          I can create a composition with an awareness of basic harmonic structure.</p> <p><b>Music Notepad</b>          I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.</p> <p><b>Perform the song</b>          I can create, organise, rehearse and perform to an unknown audience.          I can perform as part of a smaller group as well as a whole class in school or to a wider audience.          I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece.          I can perform from memory or visually, using staved notation with confidence and accuracy.          I can collect feedback and reflect to ensure progression within future performances.</p>	<p><b>Perform the song</b>          I can explain why a song was chosen and in what context including historical information about the piece.          I can record performances to compare and evaluate.          I can evaluate how well the performances communicated the mood of each piece.          I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.</p>	<p><b>Compose with the song</b>          I know my composition has multiple sections and can be labelled as such.          I can use and understand the pentatonic scale and full octave range of both major and minor scales.          I understand and can explain the structure of my composition.</p> <p><b>Perform the song</b>          I can record performances to compare and evaluate.          I can evaluate how well the performances communicated the mood of each piece.          I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.          I can evaluate and discuss how my performance might change in different venues/spaces.</p>	
<b>Assessment of Skills</b>		<b>Assessment of Knowledge</b>			
<p>Year 5          I can confidently find and keep a steady beat.          I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature.</p> <p>Year 6          I can find and keep a steady beat/pulse.          I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.</p>		<p>Year 5          I understand how pulse, rhythm and pitch work together.          I can justify a personal opinion making reference to musical elements.</p> <p>Year 6          I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion.          I can recognise and discuss the sections of music from various styles and genres.</p>			

## Music Curriculum

Creative composition		Year: 5/6 Cycle B	Spring					
<p><b>Foundations of previous learning:</b> Children have been learning the ukulele and can play a range of chord on the instruments. Children have been performing songs, singing and playing at the same time. Children have been composing their own raps (lyrics and backing tracks on Garageband) and have recorded these. Children have a very good understanding of how the interrelated dimensions of music all work together. Children will have studied Motown music in Year 5 which this song is built upon.</p>								
Unit Learning								
NC Objective - Coverage	Skills		Knowledge		Vocabulary			
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>Year 5 Understanding music</b> I can confidently find and keep a steady beat. I can listen and copy back more complex rhythmic patterns including triplets as a call and response exercise, both aurally and visually. I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. <b>Listen and respond</b> I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. <b>Learning to sing the song</b> I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple and complex, time signatures. I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing at pitch and in time with the music. I can sing a second part in a song. I can self correct if lost or out of tune/time. I can sing expressively, paying attention to articulation on my own or as directed. <b>Play instruments with the song</b> I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time. <b>Improvise with the song</b> I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics including pp, mp, mf and ff. Follow a steady beat, keeping in time with the pulse of the music. Use additional notes and rhythms to show progression. I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent beats. I can improvise demonstrating use of articulation (legato/staccato) and use of extended dynamics.</p>		<p><b>Year 6 Understanding music</b> I can use body percussion, instruments and my voice with confidence in response to musical stimuli. I can actively respond and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. I can find and keep a steady beat/pulse. I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call and response exercise both aurally and visually. I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a staff. I can copy back complex melodic patterns as a call and response exercise both aurally and visually. I can listen with attention to detail and recall sounds with increasing aural memory and accuracy. <b>Listen and respond</b> I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. I can confidently recognise the difference between major and minor tonality, primary chords and intervals within a major scale. <b>Learning to sing the song</b> I can rehearse a song and learn it from memory both aurally and visually. I can sing a broad range of songs as part of a group or soloist. I can sing songs with complex and syncopated rhythms. I can perform with accuracy observing correct techniques where appropriate. I can sing in unison and up to three parts. I can sing Acapella or with accompaniment - live or recorded. I can sing syncopated patterns accentuating the beat where appropriate. <b>Play instruments with the song</b> I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation in various major and minor keys. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. <b>Improvise with the song</b> I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics including pp, mp, mf and ff.</p>		<p><b>Year 5 Understanding music</b> I understand how pulse, rhythm and pitch work together. I can understand some formal, written notation which includes semibreves, triplets and dotted crochets recognising their position on a staff. <b>Listen and respond</b> I can talk about the emotions I feel when I listen to a piece of music. I can justify a personal opinion making reference to musical elements. I can accurately identify instruments and describe their timbre. I can explain what a bridge passage is and identify its position within a song. I understand and can describe the role of a main theme in musical structure. I understand the importance of a musical introduction and the information it offers. I understand that rap is a musical form of vocal delivery. I can describe the three components of rap. <b>Learning to sing the song</b> I have an understanding of the various styles of singing used in correlation to the styles of song. I can discuss in depth how the song connects to the world and its relevant culture. <b>Compose with the song</b> I know my composition has multiple sections and can be labelled as such. I understand and can explain the structure of my composition. I understand and can explain the musical shape that my composition moves in. I can include a home note with my composition to give it credential recognition. I can compose using my own choice of notes. <b>Music Notepad</b> I can describe how my melody is structured and what processes I went through to create my melodic composition.</p>		<p><b>Year 6 Understanding music</b> I understand and can respond to music using simple and complex time signatures. <b>Listen and respond</b> I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion. I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators making reference to the Musical Elements. I can accurately identify most instruments and describe their timbre, including various vocal styles. I can recognise and discuss the sections of music from various styles and genres. I understand and can describe the role of a main theme in musical structure. I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra. I can confidently recognise and explore a range of musical styles and traditions/history and know their basic style indicators. <b>Learning to sing the song</b> I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively. I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year. I can discuss in depth how the song connects to the world and its relevant culture. I understand the connection I have to the music I am performing. <b>Play instruments with the song</b> I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time</p>	<p>Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation Rhythm Section Brass Section Riff Clapping riffs Structure Solo Lead Vocalist Melody Backing Vocals Hook Call and Response Pop music Emotions Introduction</p>

## Music Curriculum

	<p><b>Compose with the song</b>          I can compose music in response to musical and/or video stimuli.          I can use music technology effectively to capture, edit and combine sounds.          I can use a planned structure when composing.          I can compose with chords to create an emotive/atmospheric mood.          I can use simple dynamics and tempo to express loud and soft/fast and slow.          I can compose using a variety of rhythms including notes and their equivalent rests.          I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow.          I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.          I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument.          I can create a melody in line with the style and harmonic structure of the backing track.</p> <p><b>Music Notepad</b>          I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.</p> <p><b>Perform the song</b>          I can organise, rehearse and perform to an unknown audience.          I can perform as part of a smaller group as well as a whole class.          I can perform as part of a mixed ensemble of acoustic instruments.          I can perform a song in solo or ensemble contexts including instrumental performances that might be rehearsed, improvised or composed.</p>	<p><b>Compose with the song</b>          I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres.          I can perform this melody on tuned percussion and/or melodic instruments following the notated score.          I can enhance my melody with simple chord progressions.          I can compose a ternary form piece showing variation between my A and B sections and discuss how these contrast.          I can use music software/technology to capture, change, combine and record sounds.          I can use a planned structure when composing.          I can compose using a variety of rhythms including notes and their equivalent rests.          I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow.          I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.          I can compose using my own choice of notes.          I can create a composition with an awareness of basic harmonic structure.</p> <p><b>Music Notepad</b>          I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.</p> <p><b>Perform the song</b>          I can create, organise, rehearse and perform to an unknown audience.          I can perform as part of a smaller group as well as a whole class in school or to a wider audience.          I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece.          I can perform from memory or visually, using staved notation with confidence and accuracy.          I can collect feedback and reflect to ensure progression within future performances.</p>	<p><b>Perform the song</b>          I can explain why a song was chosen and in what context including historical information about the piece.          I can record performances to compare and evaluate.          I can evaluate how well the performances communicated the mood of each piece.          I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.</p>	<p><b>Compose with the song</b>          I know my composition has multiple sections and can be labelled as such.          I can use and understand the pentatonic scale and full octave range of both major and minor scales.          I understand and can explain the structure of my composition.</p> <p><b>Perform the song</b>          I can record performances to compare and evaluate.          I can evaluate how well the performances communicated the mood of each piece.          I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.          I can evaluate and discuss how my performance might change in different venues/spaces.</p>	
<b>Assessment of Skills</b>		<b>Assessment of Knowledge</b>			
<p>Year 5          I can sing songs that have different simple and complex, time signatures.          I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave.</p> <p>Year 6          I can sing songs with complex and syncopated rhythms.          I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range.</p>		<p>Year 5          I have an understanding of the various styles of singing used in correlation to the styles of song.          I know my composition has multiple sections and can be labelled as such.</p> <p>Year 6          I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra.          I understand the connection I have to the music I am performing.</p>			

## Music Curriculum

Improvising with confidence		Year: 5/6 Cycle B	Summer		
<b>Foundations of previous learning:</b> Children have performed either solo or in ensemble context. Children understand a range of musical vocabulary and how to perform in various styles following the instruction of their conductor. Children have created, composed and recorded their own songs. Children have learnt a variety of styles and can perform a range of repertoire from these styles. Children have composed and improved and have gained much confidence in the interrelated dimensions of music.					
<b>Unit Learning</b>					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>Year 5</b> <b>Understanding music</b> I can confidently find and keep a steady beat. I can listen and copy back more complex rhythmic patterns including triplets as a call and response exercise, both aurally and visually. I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. <b>Listen and respond</b> I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. <b>Learning to sing the song</b> I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple and complex, time signatures. I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing at pitch and in time with the music. I can sing a second part in a song. I can self correct if lost or out of tune/time. I can sing expressively, paying attention to articulation on my own or as directed. <b>Play instruments with the song</b> I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time. <b>Improvise with the song</b> I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics including pp, mp, mf and ff. Follow a steady beat, keeping in time with the pulse of the music. Use additional notes and rhythms to show progression. I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent beats. I can improvise demonstrating use of articulation (legato/staccato) and use of extended dynamics.</p>	<p><b>Year 6</b> <b>Understanding music</b> I can use body percussion, instruments and my voice with confidence in response to musical stimuli. I can actively respond and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. I can find and keep a steady beat/pulse. I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call and response exercise both aurally and visually. I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a staff. I can copy back complex melodic patterns as a call and response exercise both aurally and visually. I can listen with attention to detail and recall sounds with increasing aural memory and accuracy. <b>Listen and respond</b> I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. I can confidently recognise the difference between major and minor tonality, primary chords and intervals within a major scale. <b>Learning to sing the song</b> I can rehearse a song and learn it from memory both aurally and visually. I can sing a broad range of songs as part of a group or soloist. I can sing songs with complex and syncopated rhythms. I can perform with accuracy observing correct techniques where appropriate. I can sing in unison and up to three parts. I can play Acapella or with accompaniment - live or recorded. I can sing syncopated patterns accentuating the beat where appropriate. <b>Play instruments with the song</b> I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation in various major and minor keys. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. <b>Improvise with the song</b> I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics including pp, mp, mf and ff.</p>	<p><b>Year 5</b> <b>Understanding music</b> I understand how pulse, rhythm and pitch work together. I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets recognising their position on a staff. <b>Listen and respond</b> I can talk about the emotions I feel when I listen to a piece of music. I can justify a personal opinion making reference to musical elements. I can accurately identify instruments and describe their timbre. I can explain what a bridge passage is and identify its position within a song. I understand and can describe the role of a main theme in musical structure. I understand the importance of a musical introduction and the information it offers. I understand that rap is a musical form of vocal delivery. I can describe the three components of rap. <b>Learning to sing the song</b> I have an understanding of the various styles of singing used in correlation to the styles of song. I can discuss in depth how the song connects to the world and its relevant culture. <b>Compose with the song</b> I know my composition has multiple sections and can be labelled as such. I understand and can explain the structure of my composition. I understand and can explain the musical shape that my composition moves in. I can include a home note with my composition to give it credential recognition. I can compose using my own choice of notes. <b>Music Notepad</b> I can describe how my melody is structured and what processes I went through to create my melodic composition.</p>	<p><b>Year 6 Understanding music</b> I understand and can respond to music using simple and complex time signatures. <b>Listen and respond</b> I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion. I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators making reference to the Musical Elements. I can accurately identify most instruments and describe their timbre, including various vocal styles. I can recognise and discuss the sections of music from various styles and genres. I understand and can describe the role of a main theme in musical structure. I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra. I can confidently recognise and explore a range of musical styles and traditions/history and know their basic style indicators. <b>Learning to sing the song</b> I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively. I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year. I can discuss in depth how the song connects to the world and its relevant culture. I understand the connection I have to the music I am performing. <b>Play instruments with the song</b> I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time</p>	<p>Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation Choir Solo Duet Ensemble Harmony Dynamics Piano Forte Lyrics Chorus Verse Repertoire Style</p>

## Music Curriculum

	<p><b>Compose with the song</b>          I can compose music in response to musical and/or video stimuli.          I can use music technology effectively to capture, edit and combine sounds.          I can use a planned structure when composing.          I can compose with chords to create an emotive/atmospheric mood.          I can use simple dynamics and tempo to express loud and soft/fast and slow.          I can compose using a variety of rhythms including notes and their equivalent rests.          I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow.          I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.          I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument.          I can create a melody in line with the style and harmonic structure of the backing track.  <b>Music Notepad</b>          I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.  <b>Perform the song</b>          I can organise, rehearse and perform to an unknown audience.          I can perform as part of a smaller group as well as a whole class.          I can perform as part of a mixed ensemble of acoustic instruments.          I can perform a song in solo or ensemble contexts including instrumental performances that might be rehearsed, improvised or composed.</p>	<p><b>Compose with the song</b>          I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres.          I can perform this melody on tuned percussion and/or melodic instruments following the notated score.          I can enhance my melody with simple chord progressions.          I can compose a ternary form piece showing variation between my A and B sections and discuss how these contrast.          I can use music software/technology to capture, change, combine and record sounds.          I can use a planned structure when composing.          I can compose using a variety of rhythms including notes and their equivalent rests.          I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow.          I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.          I can compose using my own choice of notes.          I can create a composition with an awareness of basic harmonic structure.  <b>Music Notepad</b>          I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.  <b>Perform the song</b>          I can create, organise, rehearse and perform to an unknown audience.          I can perform as part of a smaller group as well as a whole class in school or to a wider audience.          I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece.          I can perform from memory or visually, using staved notation with confidence and accuracy.          I can collect feedback and reflect to ensure progression within future performances.</p>	<p><b>Perform the song</b>          I can explain why a song was chosen and in what context including historical information about the piece.          I can record performances to compare and evaluate.          I can evaluate how well the performances communicated the mood of each piece.          I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.</p>	<p><b>Compose with the song</b>          I know my composition has multiple sections and can be labelled as such.          I can use and understand the pentatonic scale and full octave range of both major and minor scales.          I understand and can explain the structure of my composition.  <b>Perform the song</b>          I can record performances to compare and evaluate.          I can evaluate how well the performances communicated the mood of each piece.          I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.          I can evaluate and discuss how my performance might change in different venues/spaces.</p>	
<b>Assessment of Skills</b>		<b>Assessment of Knowledge</b>			
	<p>Year 5          I can improvise with increasing confidence using my own voice, rhythms and different pitches.          I can compose using a variety of rhythms including notes and their equivalent rests.          Year 6          I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps).          I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.</p>		<p>Year 5          I can describe how my melody is structured and what processes I went through to create my melodic composition          I can evaluate how well the performances communicated the mood of each piece.          Year 6          I understand and can explain the structure of my composition.          I can evaluate and discuss how my performance might change in different venues/spaces.</p>		

## Music Curriculum

Topic: Year 6 Leavers' Performance		Year: 6	Summer
<p><b>Foundations of previous learning:</b> Children have performed either solo or in ensemble context. Children understand a range of musical vocabulary and how to perform in various styles following the instruction of their conductor. Children have created, composed and recorded their own songs. Children have learnt a variety of styles and can perform a range of repertoire from these styles. Children have composed and improved and have gained much confidence in the interrelated dimensions of music.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p><b>Performing (singing/playing):</b> To find and internalise the pulse and rhythm by themselves and with confidence.</p> <p>To perform in an ensemble or even begin to take solo part.</p> <p>Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.</p> <p>To compose and improvise around a set theme.</p>	<p>I can understand how to follow musical direction. I can direct others within an ensemble using musical vocabulary.</p>	<p>Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation Choir Solo Duet Ensemble Harmony Dynamics Piano Forte Lyrics Chorus Verse Repertoire Style</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can perform with confidence in an ensemble or even take a solo part. I can identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.</p>	<p>Can you explain how you have directed the ensemble to achieve a high quality performance?</p>	

## **Key Stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

## **Key Stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

## **Vocabulary Used in Charanga**

Acapella: Without accompaniment from musical instruments, ie voices only.

Appraising: Listening carefully.

Arrangement: How voices and instruments are used in a song; where they occur within the song.

Back beat: Beats 2 and 4 in a drum-line or if we are clapping along with the music.

## Music Curriculum

Backing: The accompaniment to a song.

Balance: The level of volume at which players sing or play; if the balance is good then everyone can be heard.

Ballad: A gentle love song.

Band: Playing/singing/performing together.

bridge/middle 8: Contrasting section which leads back to main material.

Chord: More than one note played at the same time.

Chorus: A repeated section in a song which gives the main message.

Coda: Short section which brings the song or piece to an end.

Cover: A version of a song performed by someone other than the original artist that might sound a bit – or very – different.

Composing: Creating and developing musical ideas and 'mixing' these.

Crossover: Can be a mixture of different styles which introduces new music to different audiences.

Decks: Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.

Drumloops: A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.

Dynamics: How loud or quiet the music is.

Ending: Short section which brings the song or piece to an end.

Ensemble: A French word used to describe playing/singing/performing together.

Groove: The rhythmic part of the music that makes you want to move and dance.

Harmony: Different notes sung or played at the same time, to produce chords.

Hook: A term used in pop music to describe a short catchy phrase or rime that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.

Improvise: To make up a tune and play it on the spot; there is an assumption that it can never be recreated.

Interlude: A passage of music played between the main themes

Introduction: Music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.

Lyrics: The words of a song.

Melody: Another name for a tune.

Melodic: Melody or tune.

Notation: to visually represent music.

o\_beat: If a piece of music has 4 beats in a bar ie 1 2 3 4, to clap on the o beat you would clap on beats 2 and 4 not 1 and 3.

Original: The first ever version of a song.

Ostinato: A short repeated pattern.

Outro: Short section which brings the song or piece to an end.

pentatonic scale: A fixed five-note pattern eg the five black keys on a piano.

Performing: Singing and playing instruments.

Phrase: A musical sentence.

Pitch: The range of high and low sounds.

pre-chorus: A short section in a song, before the chorus.

pulse/beat: The heartbeat or steady beat of a song/piece of music.



## Music Curriculum

recurring theme: A tune that repeats again and again in a piece of music.

Rhythm: The combination of long and short sounds to make patterns.

Ri: A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.

roots reggae: Music that deals with social and racial issues and brings in elements of Rastafari.

Sampling: Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.

Secular: Non religious

Solo: An Italian word used to describe playing/singing/performing on our own.

structure/form/shape: How the sections (verses and choruses etc) of a song are ordered to make the whole piece.

Style: The type of music eg blues or rock.

style indicators: Identifiers that show us the genre of the music.

Syncopation: Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.

Tag: (Usually) a short ending, tagged on to the main part of the song.

Tempo: An Italian word used to describe how fast/slow the music goes.

Texture: Layers of sound in music.

Timbre: The quality and character of the sound.

urban contemporary: Modern music that uses elements of soul, hip hop, funk, jazz, r&b that appeals to young people.

Verse: A section in a song which has the same tune but different words.